Sociological survey of extracurricular activities

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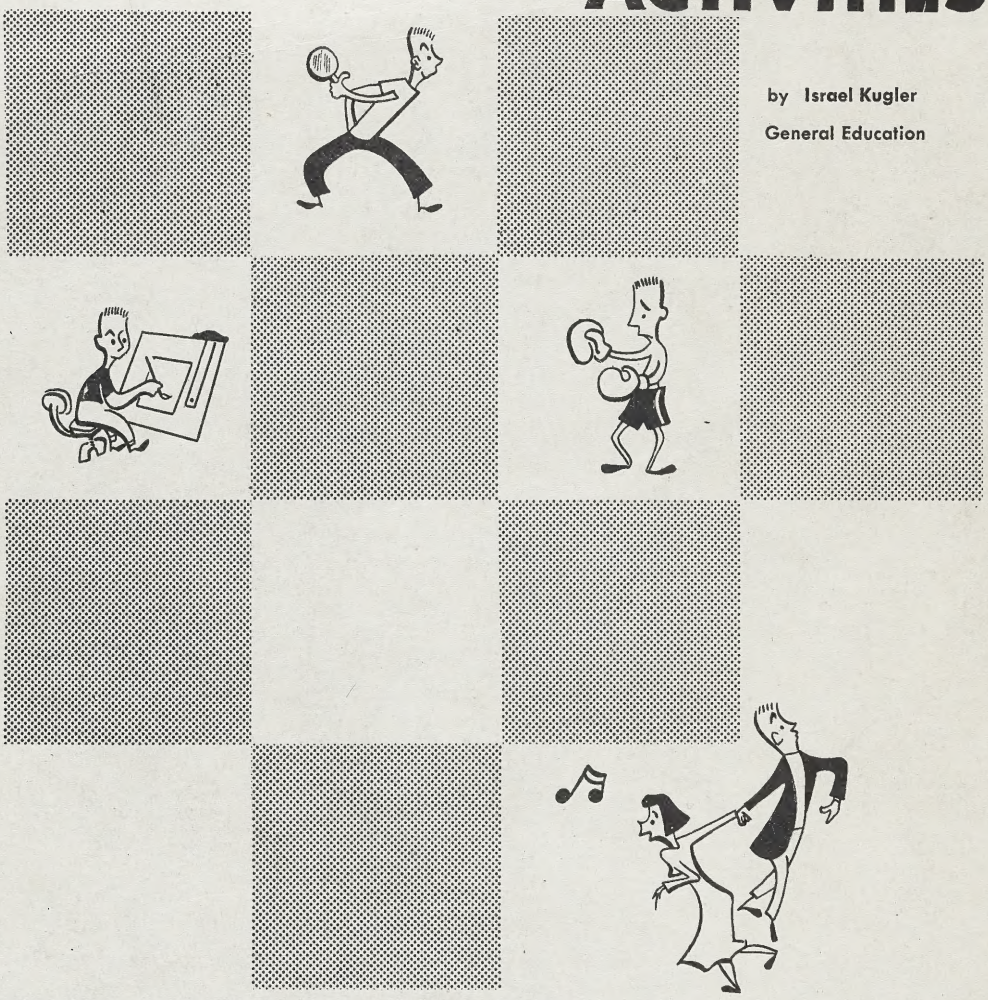
SURVEY OF extra-curricular ACTIVITIES



by Israel Kugler
General Education

STATE UNIVERSITY OF NEW YORK

INSTITUTE OF
APPLIED ARTS
AND SCIENCES
at New York City

Institute Press

State University of New York
INSTITUTE OF APPLIED ARTS AND SCIENCES AT NEW YORK CITY

OTTO KLITGORD, Director

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SOCIOLOGICAL SURVEY OF EXTRA-CURRICULAR ACTIVITIES

by

ISRAEL KUGLER
Department of General Education

Columbia University
SCHOOL OF LIBRARY SERVICE
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FOREWORD

In reviewing this report on Extra-Curricular Activities at the Institute, I was rather startled to find that the faculty and students have accomplished the impossible in spite of the complete absence of physical facilities considered essential to a good extra-curricular program. We have more extra-curricular activity than is found on the average campus.

The report stirs my imagination to the extent that I envisioned a great improvement in our curricular processes when we have gymnasiums, an athletic field, clubrooms, student offices and adequate personnel on a full time basis to direct the program.

The faculty, in particular, is singled out for praise. It is due to their willingness to give freely of their time, knowledge and talents over and above normal curricular duty. Mr. Kugler has prepared an excellent report and I trust that it will serve as a springboard from which an improved program may be launched.

Otto Klingord.

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INTRODUCTION

Any study of organized student activities outside of regular class hours within an educational institution must necessarily take into account all factors affecting these activities. These factors must include the nature of the student body, the curricular organization, the faculty, the administration, and the physical plant.

Mere gathering of student activity statistics will probably be a pure waste of time and demand a too extremely controlled atmosphere to attain statistical completeness.

However, to gain some of the necessary information about the student activities, four questionnaires and one survey were utilized. These questionnaire forms are appended to the report.

One questionnaire was to be filled out by all first and third semester students in all technologies to test any hypothesis relating activity to semester position of the student. These same questionnaires were given to the second semester students in Hotel and Dental Hygiene technologies to act as a check on the selective sampling of all first and third semester students and to see whether there was anything uniquely different in the second semester student's participation. At the time the questionnaire was distributed, Hotel and Dental Hygiene had no enrollment in the first and third semesters.

A second questionnaire was submitted to Student Government and club officers for the purpose of finding out what motivations, suggestions, and criticisms these most active student participants had.

The faculty was plied with two questionnaires. One was directed to faculty advisers of various activities to get the mature judgment of the faculty members most directly concerned with student activities. The other questionnaire was marked "confidential" and addressed to all faculty members to determine possible motivations for participation and inactivity, and to get the most general opinion of the faculty on this problem.

A survey was made of the scholarship record of 30 randomly selected fourth semester students who were rated by an awards committee to be among the most active participants in student affairs. This survey was to determine the relationship between activity and scholarship.

The questionnaire device of surveying opinions, activities, and attitudes has a certain degree of vulnerability. The language of the questionnaire presents no mystery to the individual filling it out. He often is tempted to answer the questions subjectively with the resultant inherent inaccuracy.

This means that the questionnaire must needs be supplemented by other information. The reporter, as a former adviser to the Senior Class, an adviser of a club, and a member of the faculty activities council, was in an especially favorable position to observe extra-curricular activities. He also has had interviews with many faculty advisers of sports, social clubs, and publications. Special mention must be made of the cooperation and help received from Leo McDonald, Faculty Director of Student Activities; Peter Bee, Dean of Men; and George Donahue, Assistant Director in charge of Student Personnel. Acknowledgement must also be made to Richard Lothrop for the excellent art work in the execution of the graphs.

PHILOSOPHY OF EXTRA-CURRICULAR ACTIVITY

The term "extra-curricular" is really a misnomer. It implies that sports, social, cultural, and technical activities held outside class time are also outside the educational experience of youth. This is furthest from the truth.

They give the student an opportunity through individual and group effort, to effect personal growth and to perform real service to both the Institute community and the community at large.

It might be added that while extra-curricular activities often imply only group activities, they also include activities on an individual basis.

Concretely, student activities complement classroom activities by:

A. Developing attributes of humanity and understanding by:

1. Intelligent criticism.
2. Peaceable difference.
3. Discriminating and independent judgment.

B. Evolving techniques and motives derived from democratic group action.

C. Furthering individual talents and capacities.

D. Strengthening ethical and moral behavior.

E. Developing the motivation and capability of rendering personal service to the community welfare.

F. Creating leadership.

G. Developing wholesome, well-adjusted personalities as a result of participating in social situations.

1. Creating a sense of belonging and overcoming insecurity.
2. Establishing self-confidence.
3. Proper adjustments to the opposite sex.
4. Furthering worthwhile causes.

H. Providing opportunity for the establishment of worthwhile cultural, vocational, and recreational interests.

I. Giving direct service to the students by sponsoring educational and recreational activities.

J. Building a vigorous Institute community life, Institute loyalties, and rallying the support of the University program.

LIMITING FACTORS

The value of this report lies primarily in the extent to which some factors affecting the extra-curricular program are known so that remediable steps may be taken. However, mention must be made of these factors which are not capable of being voluntarily altered yet affect the student activity program quite profoundly.

The Nature of the Physical Plant

The technical institute occupies two buildings. In the building at Franklin Avenue, are found entire student bodies of several departments and sizeable numbers of students in other departments. The same condition exists in the Pearl Street building.

This situation makes the integration, which is so necessary to a successful student activities program, very difficult. Activities which have a school-wide character are chopped in two. Loyalty, familiarity, and associations develop around Pearl Street or Franklin Avenue rather than toward the Institute.

The buildings, both of which were admirably converted from factories, still lack campus grounds, athletic facilities, house plans with real "house" atmosphere, and a student cafeteria. Psychologically, few students find a "home" atmosphere in the Institute. Individual student motivation for participation in student activity has therefore to be proportionately stronger to produce the same activity in the present Institute plant in comparison with a fully-equipped plant with ample ground facilities.

The Curriculum

In terms of semester hours, the average institute student attends classes in excess of twenty-five (25) hours. This figure is as much as nine (9) semester hours longer than the class-hour load of many four year degree-granting institutions. The result of this situation is to cut down the net available time which can be utilized in a rich variety of student activities. If it further be considered that, scholastically, the caliber of the Institute student body is lower than in the other colleges, it is safe to assume that he cannot easily devote as much time to these activities as the four year college student.

The Institute is run on a two-year terminal basis. The means that the student has but twenty (20) months at the Institute to build up loyalties, traditions and what are known as the "old school ties." It is a known fact that campus activities in four-year colleges are largely run, managed, and controlled by upper classmen. There is more than precedent, custom, or tradition behind this situation.

The first two years represent the time period within which the highest attrition rate occurs. It is the period of adjustment or maladjustment. It is governed by some fear of failure and inadequacy. Activities outside the classroom approach the apprenticeship type for the rank and file of students in the 4 year college. They are the "hewers of wood and the drawers of water." It should not be expected that the activities program of the Institute would be as stable or as wide as that of a four year institution because of the limitingfactors of the curriculum.

The Institute Student

At the time of the investigation (June, 1950), the decrease in the number of veterans made for a trend toward the normalization of the Institute student body. Approximately 59 percent of the students were within the age bracket of 18 to 19 years of age. This is about a 9 percent increase as compared with a study made six months earlier. [1]

This means that more than a majority of students are in the last stages of adolescence and early stages of adulthood. This transitional period between the "storm and stress" of adolescence and adult maturity is characterized by a greater degree of uncertainty, difficulty in group adjustment, grand illusions and rebelliousness against authority, lack of persistency in carrying out tasks, irresponsibility and a profound change in attitude toward the other sex.

Results from a questionnaire indicate that approximately 72 percent of the student body is male. This unbalance is quite important in the development of an activities program.

The veteran population is approximately still 15 1/2 percent of all students. This group, having served in the Armed Forces, is characterized by a more serious motivation than the younger group. Many veterans are married and have family responsibilities. The result is a certain aloofness that exists in the veteran toward the non-veteran which militates against the most widespread integrated student activities program.

1. Rowe, Benjamin -----"The Institute Student" - Abstract of doctoral dissertation, May, 1950. p 11.

LIMITING FACTORS

In the same previous study mentioned, it was revealed that as many as 32 percent of the students, as of December 1949, were working while attending the Institute.[2] This fact again means that a large measure of the students must of necessity forego participation in student affairs.

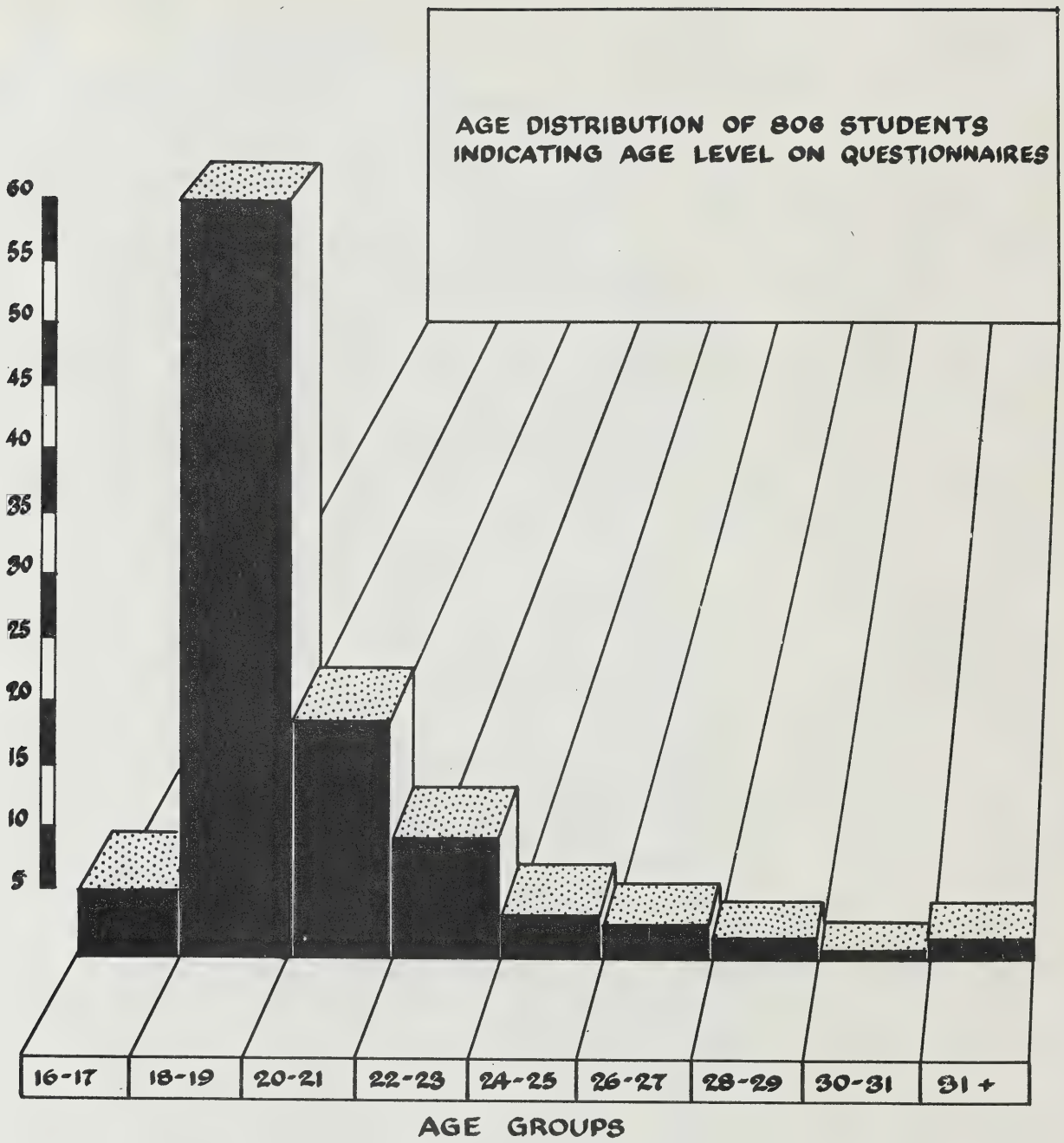
TABLE NO. 1

Comparison of Numerical responses and Percentages
Of Age Distribution of 806 Students

Age Interval	Number	Percentage
16-17	43	5.3
18-19	476	59.0
20-21	147	18.2
22-23	75	9.3
24-25	20	2.5
26-27	18	2.2
28-29	14	1.7
30-31	4	.5
31 +	9	1.0
Total	806	100 percent

2. ibid p.29

GRAPH # 1


AGE DISTRIBUTION OF 806 STUDENTS
INDICATING AGE LEVEL ON QUESTIONNAIRES
60
55
50
45
40
35
30
25
20
15
10
5
16-17
18-19
20-21
22-23
24-25
26-27
28-29
30-31
31 +
AGE GROUPS

Based on the returns of 826 questionnaires received from students, the total extent of participation may be said to be as follows:

TABLE 2

	No. of Students	Percentage
Active to some degree	405	48.5
Not active	421	51.5
Total	826	100.0

Considering the limiting factors indicated previously, this percentage of activity is remarkably high. In an analysis of the extra-curricular activities of the University of Wisconsin, a state university with campus facilities of Observatory Hill fame, the statement appears that, "at registration time, in the second semester of 1948-49, 40% of the student body reported taking part in some form of organized activity during the first semester".[3] (It must be noted that "semester" in the above quotation refers to a calendar period, not the progress state of the students....I.K.). Thus, the substantially higher figure of State Tech participation is quite noteworthy.

If the figures on participation are further broken down into "moderately active" and "active", the picture is as follows:

TABLE 3

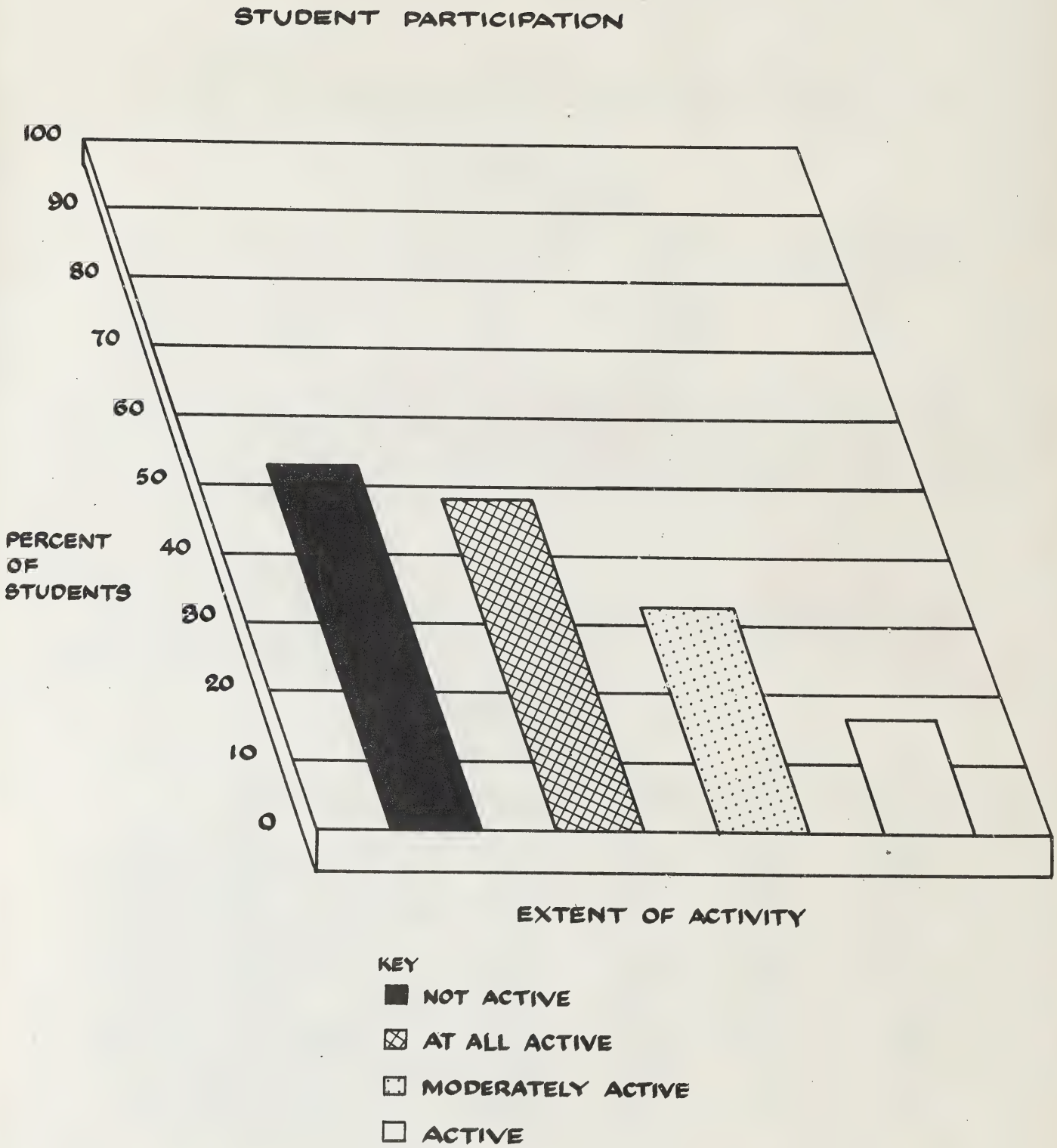
	No. of Students	Percentage
Moderately active	263	32.2
Active	142	16.3
Not active	421	51.5
Total	826	100.0

It might be stated that "moderately active" was a term which was considered to mean "occasional" or "non-leadership" or "one-activity". "Active" meant "leadership" or "regular participation" or "more than one activity".

Now, that the general picture of participation is clear, it occurred to the investigator to examine possible areas of concentration in this participation.

3 Report on Internal Survey, Committee on University Functions and Policies, University of Wisconsin, November 1949, p.VII, 1.

GRAPH # 2


STUDENT PARTICIPATION
100
90
80
70
60
50
40
30
20
10
0
PERCENT OF STUDENTS
EXTENT OF ACTIVITY
KEY
NOT ACTIVE
AT ALL ACTIVE
MODERATELY ACTIVE
ACTIVE

Participation by Semester

It was felt that perhaps participation would increase as the student became acclimated to State Tech and was in one of the higher semesters.

TABLE 4

Percentage of Students

Semester	Not Active	Moderately Active	Active	At All Active
First	50.8	35.3	13.9	49.2
Second	47.8	39.1	13.1	52.2
Third	62.2	16.3	21.5	37.8

The figures here do not seem to be too significant except that the third semester seems to begin to develop a polarizing process. The increased burden of studies in their progressively greater difficulty combined with the nearing approach of the final semester vies with the attraction in the opposite direction of increased senior activities surrounding the Yearbook and "prom" arrangements.

Participation by Course Area

Perhaps course area breakdown of participation figures might reveal some significant correlations. In an attempt at this sort of evaluation, the following figures were arrived at:

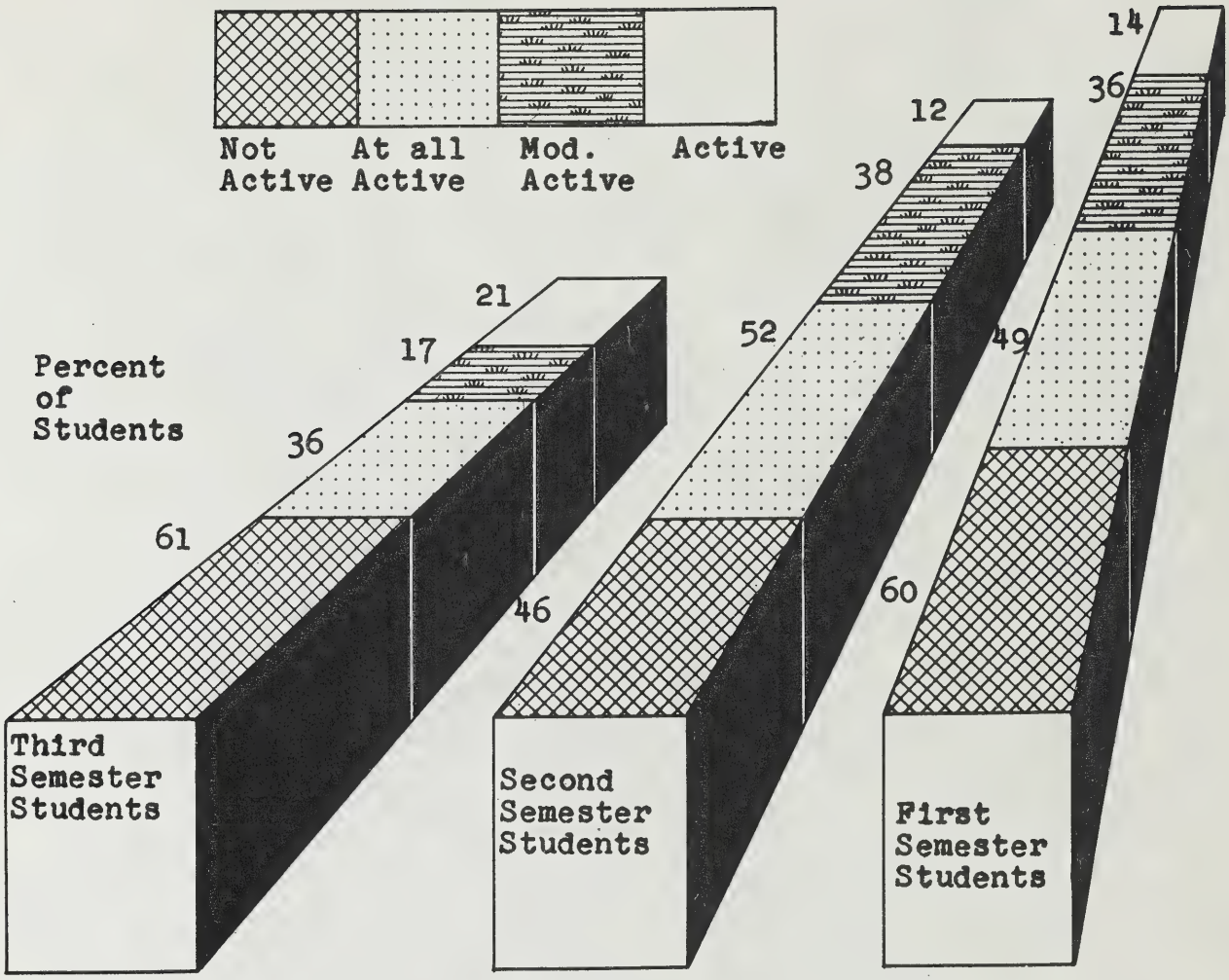
TABLE 5

Percentage of Students

Course	Not Active	Moderately Active	Active	At All Active
Commercial Art	53.0	30.1	16.9	47.0
Chemical Technology	43.7	39.4	16.9	56.3
Dental Hygiene	37.7	51.0	11.3	62.3
Dental Laboratory Technology *	58.3	11.6	30.1	41.7
Electrical Technology	61.3	24.5	14.2	38.7
Executive Assisting *	49.3	34.2	16.5	50.7
Hotel Technology *	55.5	27.8	16.7	44.5
Industrial Sales	38.2	32.4	29.4	61.8
Mechanical Technology	42.0	36.8	21.2	58.0
Medical Laboratory Technology	43.0	46.4	10.6	57.0
Retail Distribution	48.2	46.5	5.2	51.7
Structural Technology	62.6	17.	20.4	37.4

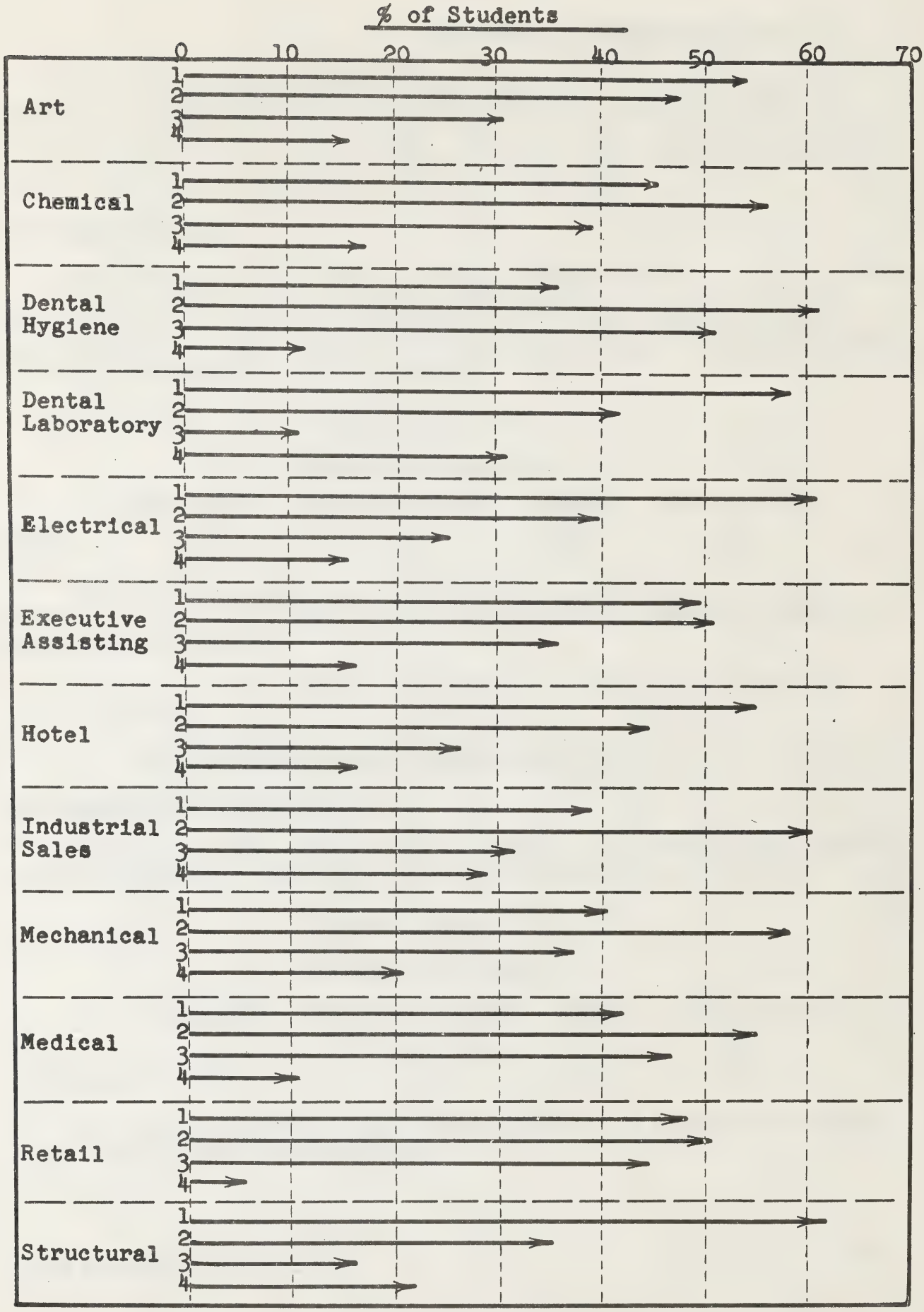
* Co-operative work study courses.

GRAPH # 3



PARTICIPATION BY SEMESTER

GRAPH # 4



Key---1. Not Active-2. At all Active
3. Moderately Active-4. Active

PARTICIPATION BY COURSE AREA

These figures do not seem to be too significant. The relatively low percentage of participation of the Electrical Course students is related to the significantly greater difficulty of the course area. The low percentage of the Structural group is to be explained by the great weight of a large third semester group consisting of almost 45% veterans.

Participation by Sex

The Institute has both male and female students enrolled. If the activities have a distinctly male character about them, then the female students would be repelled. If the opposite were true, the male students would shy away from activity. If, however, the program is balanced, no significant differential percentagewise would be revealed.

TABLE 6

Percentage of Students

	Not Active	Moderately Active	Active	At All Active
Females	40.6	33.5	25.9	59.4
Males	55.0	30.3	14.7	45.0

The disparity between males and females in activity can be largely accredited to the fact alluded to under the section on limitations, that the male population includes:

1. a considerable number of individuals engaged in after-school employment.

2. some family men who have home responsibilities.

Participation and Veteran Status

While the veteran population is shrinking in the Institute, its relation to participation in extra-curricular activities is worthy of attention.

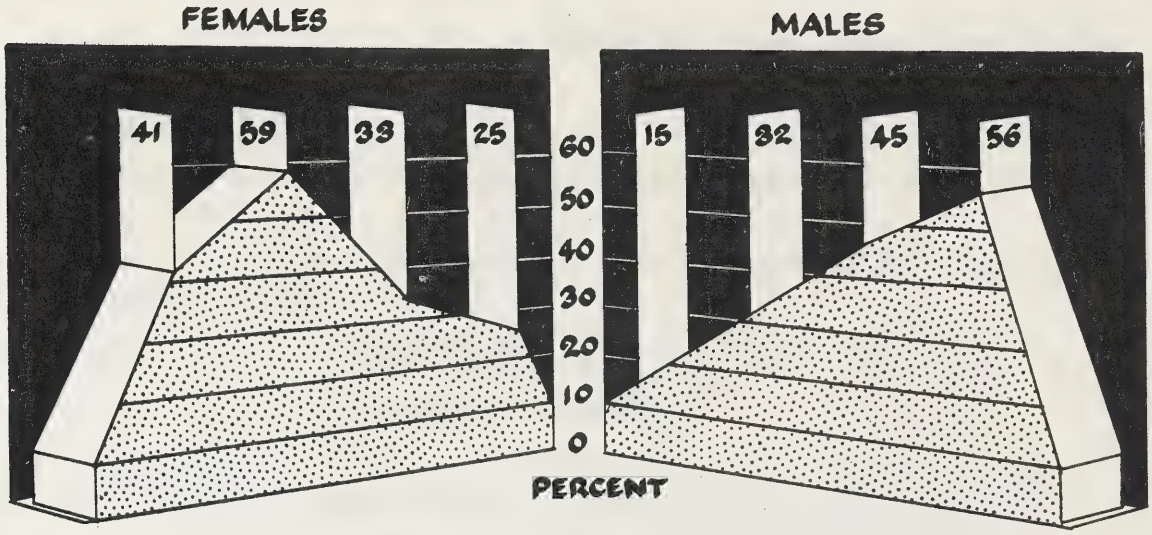
TABLE 7

Percentage of Students

	Not Active	Moderately Active	Active	At All Active
Veterans	52.0	24.8	23.2	48.0
Non-Veterans	50.5	34.0	15.5	49.5

The figures indicate no significant difference in veteran participation as against non-veteran participation.

GRAPH # 5



PARTICIPATION BY SEX

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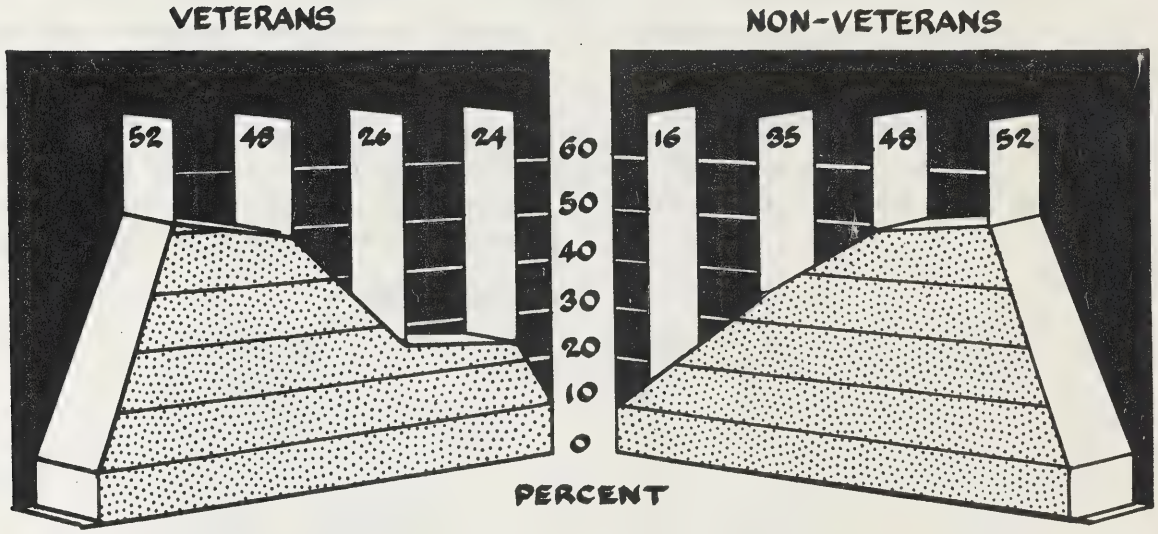
THE PERCENTAGES IN GRAPH 6 REFER TO FIGURES IN TABLE 7 ON PAGE 19.

GRAPH # 6



PARTICIPATION BY VETERAN STATUS

Participation and Age Groups

One more factor remains to be investigated with respect to participation. The factor is, of course, age.

If age groups are analyzed on the basis of the extent of participation, the following figures result:

TABLE 8

Percentage of Students

Age Group	Student Population	Not Active	Moderately Active	Active	At All Active
16-17	5.3	11.4	23.2	65.4	88.6
18-19	59.0	54.2	37.0	38.8	45.8
20-21	18.2	49.6	28.6	21.8	50.4
22-23	9.3	62.7	20.0	17.3	37.3
24-25	2.5	60.0	15.0	25.0	40.0
26-27	2.2	55.5	33.3	11.2	44.5
28-29	1.7	71.4	14.3	14.3	28.6
30-31	.5	100.0	0.0	0.0	0.0
31 +	1.1	78.0	11.0	11.0	22.2

It would seem that age has no considerable effect on general participation. Most age groups up to 28 years of age participate on the same level. It is noteworthy that there is a noticeable decline in the percentage of "active" students as the age level goes higher. The rule seems to be that the younger the element the greater number of fully active participants.

Type of Participation

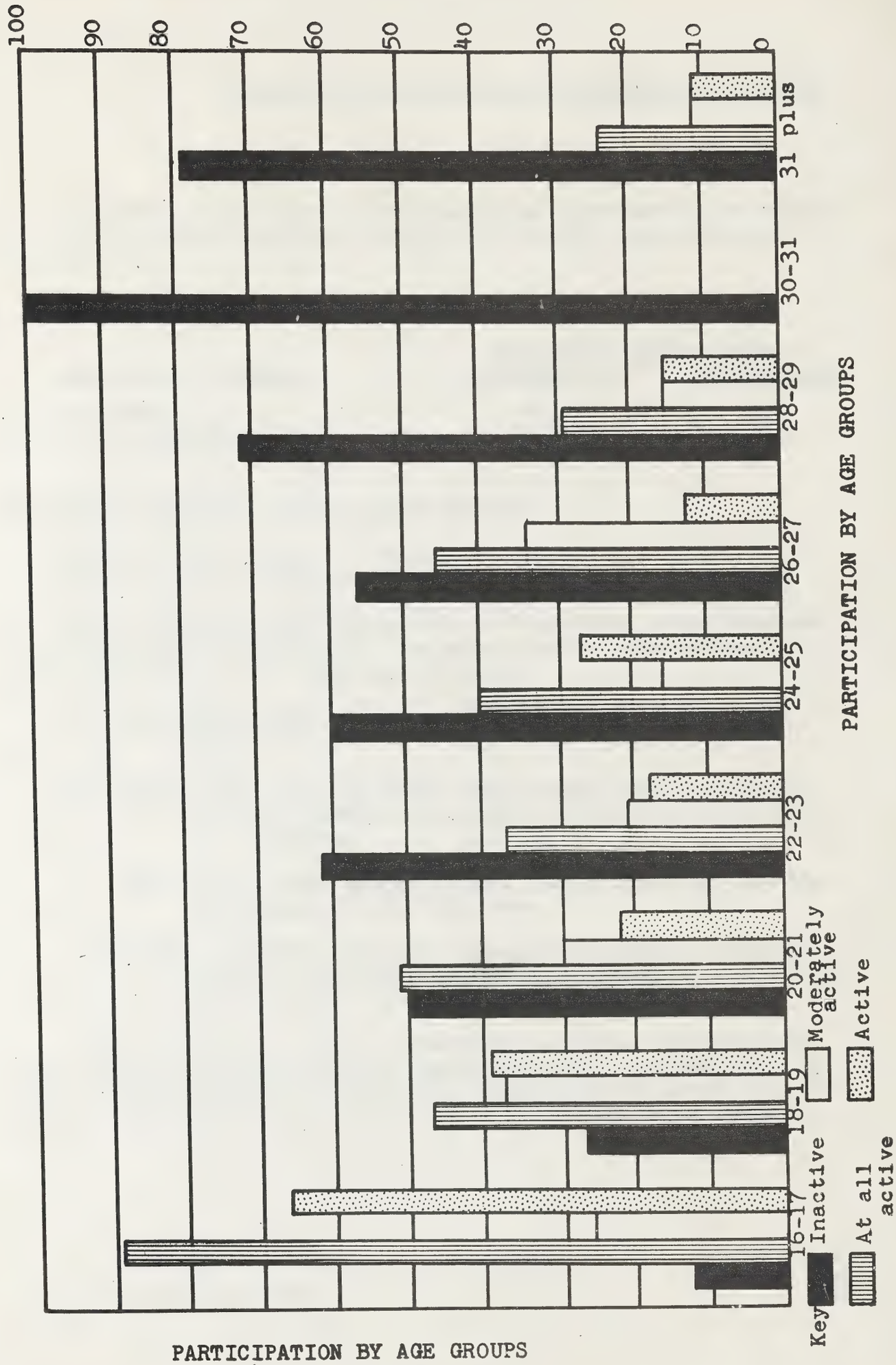
An analysis of the activities engaged in reveals that for the most part they are centered in social and athletic fields. There are only a small number of students engaged in cultural activities. The relative figures here are not actual numbers but indices of participation.

TABLE 9

Activity	Index
Houseplans	117
Intramural athletics	115
Sports clubs	95
Technical clubs *	71
Student Government	40
Varsity athletics	30
Publications	26
Band	20
Cultural	13
Miscellaneous	14

* Clubs related to technological fields.

GRAPH # 7



PARTICIPATION BY AGE GROUPS

COMPARISON OF HIGH SCHOOL AND INSTITUTE PARTICIPATION

The factor of high school participation was introduced to see whether or not there was any significant carryover of activity from high school to the Institute.

TABLE 10

Activity in Institute	High School Participation Percentage Yes	Percentage No
Not Active	67.5	32.5
Moderately Active	74.5	25.5
Active	76	24

Comparison of Institute and High School Activity

Active in High School 71.5%
At all active in Institute 48.5%

These figures indicate a sizeable drop in activity in the Institute as compared with the high school. The explanation for this decrease lies in the combination of the following factors:

1. The richer variety of activities available in the high school system.

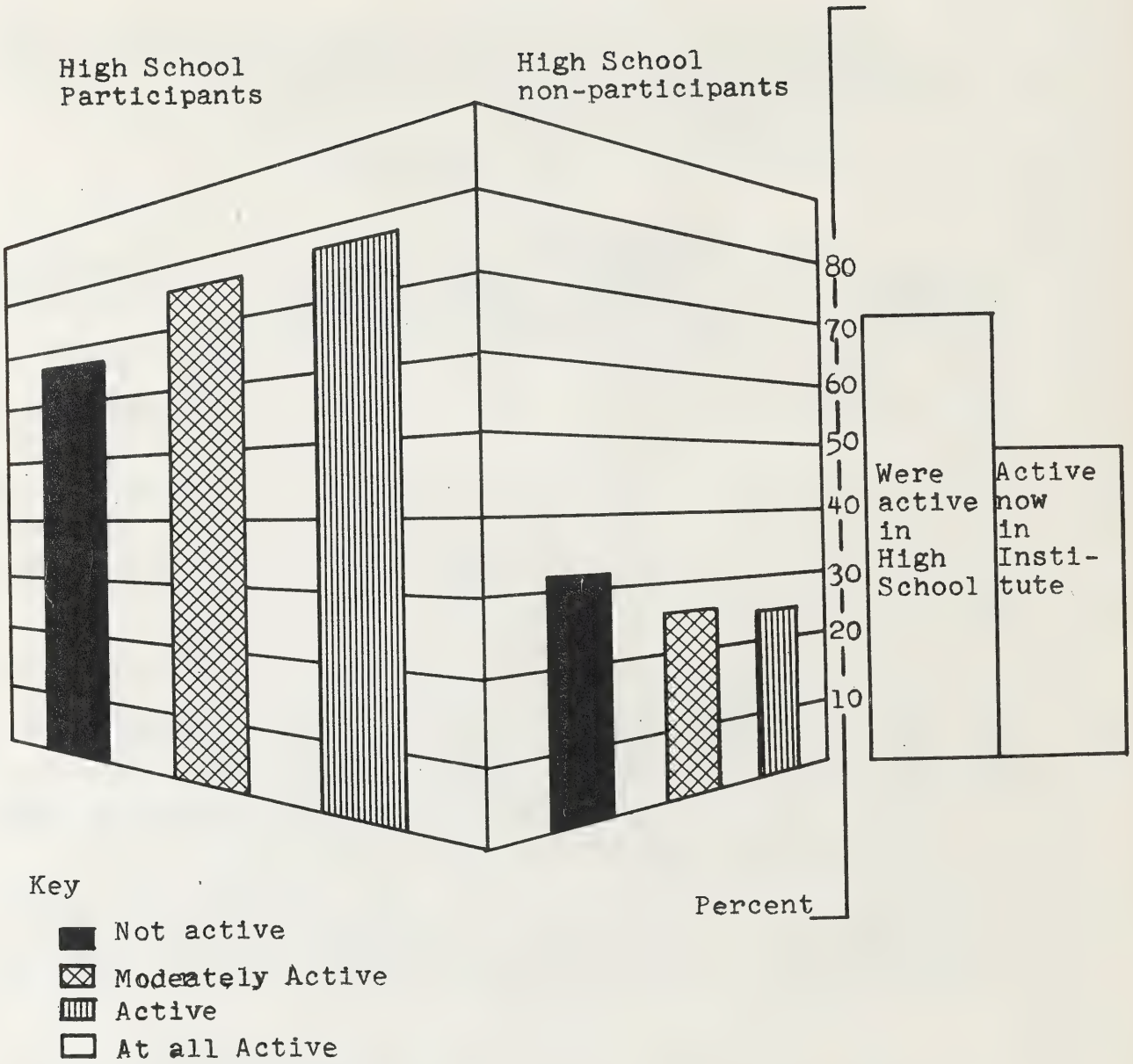
2. The fact that the high school instructional school day is over at 3 P.M. leaving approximately two hours for extra-curricular activities.

3. The Institute study program demands greater effort and more time as compared with the high school.

4. Institute students (especially freshmen who make up a sizeable sector of the student sampling) are undergoing a period of acclimation and adjustment to student life.

It is interesting to note a considerable percentage difference between those at all active and those not active in the Institute as far as high school participation is concerned. It may safely be assumed that the inactive high school student is more apt to be inactive in the Institute.

GRAPH # 8



HIGH SCHOOL AND INSTITUTE PARTICIPATION

HAMPERING FACTORS - STUDENT OPINION

The extra-curricular program is material for the student to freely pick and choose. As the person toward whom these activities are directed, his testimony as to its limitations is indeed of great importance.

TABLE 11

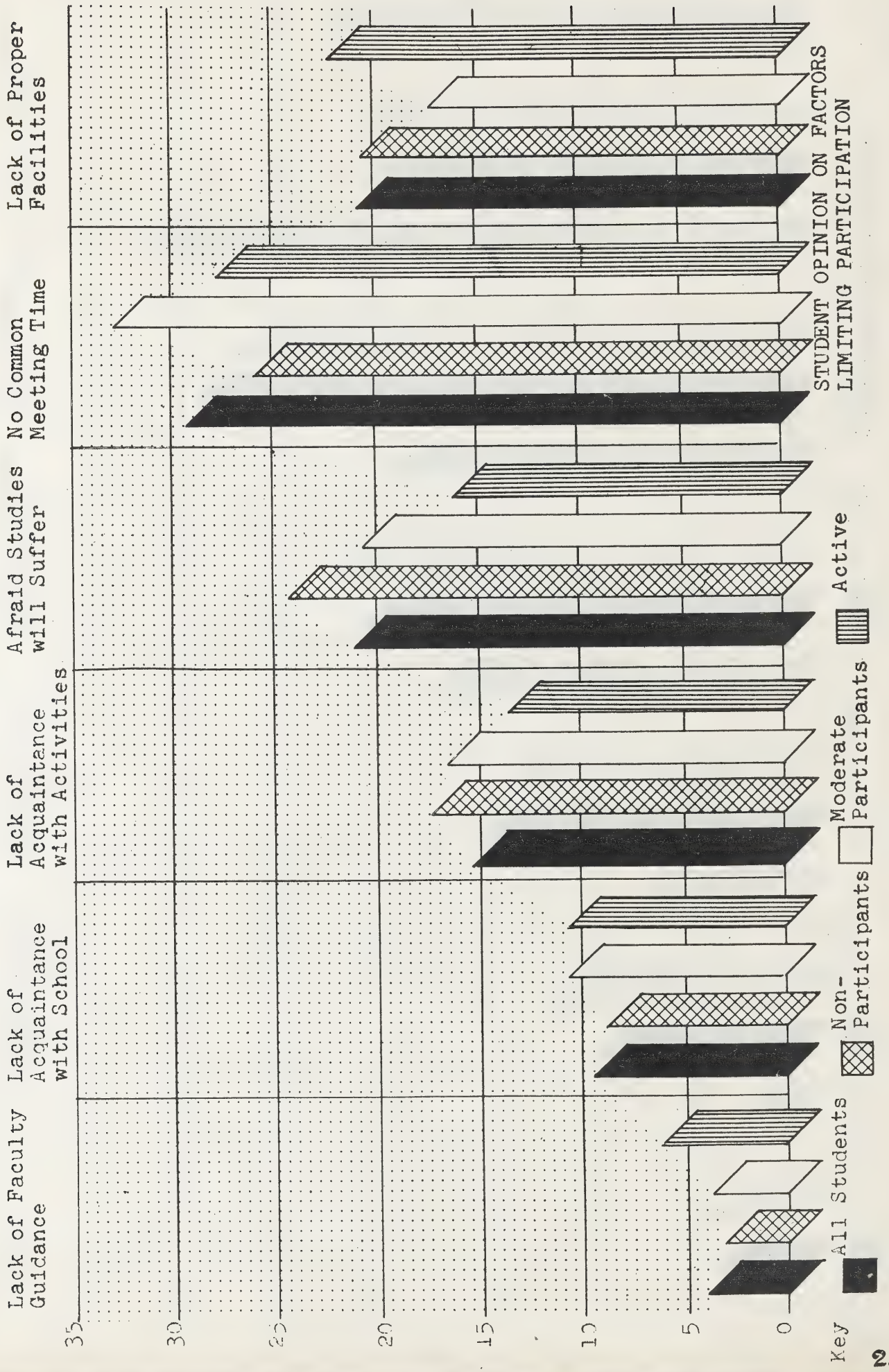
Limiting Factors on Participation	All Students	Participation: Not Active	Moderately Active	Active	Semester 1	Semester 2	Semester 3
Lack of Faculty Guidance	3.7	3.0	3.3	5.9	4.0	4.0	3.1
Lack of Acquaintance with School	9.7	8.9	10.5	10.5	11.3	10.3	7.3
Lack of Acquaintance with Activities	15.8	16.7	16.0	13.8	14.6	21.6	17.1
Afraid Studies will Suffer	21.3	24.2	20.5	15.4	23.1	18.5	19.0
No Common Meeting Time	29.0	26.8	33.0	27.8	26.8	31.0	31.2
Lack of Proper Facilities	20.5	20.4	16.7	26.6	20.2	14.6	22.1
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0

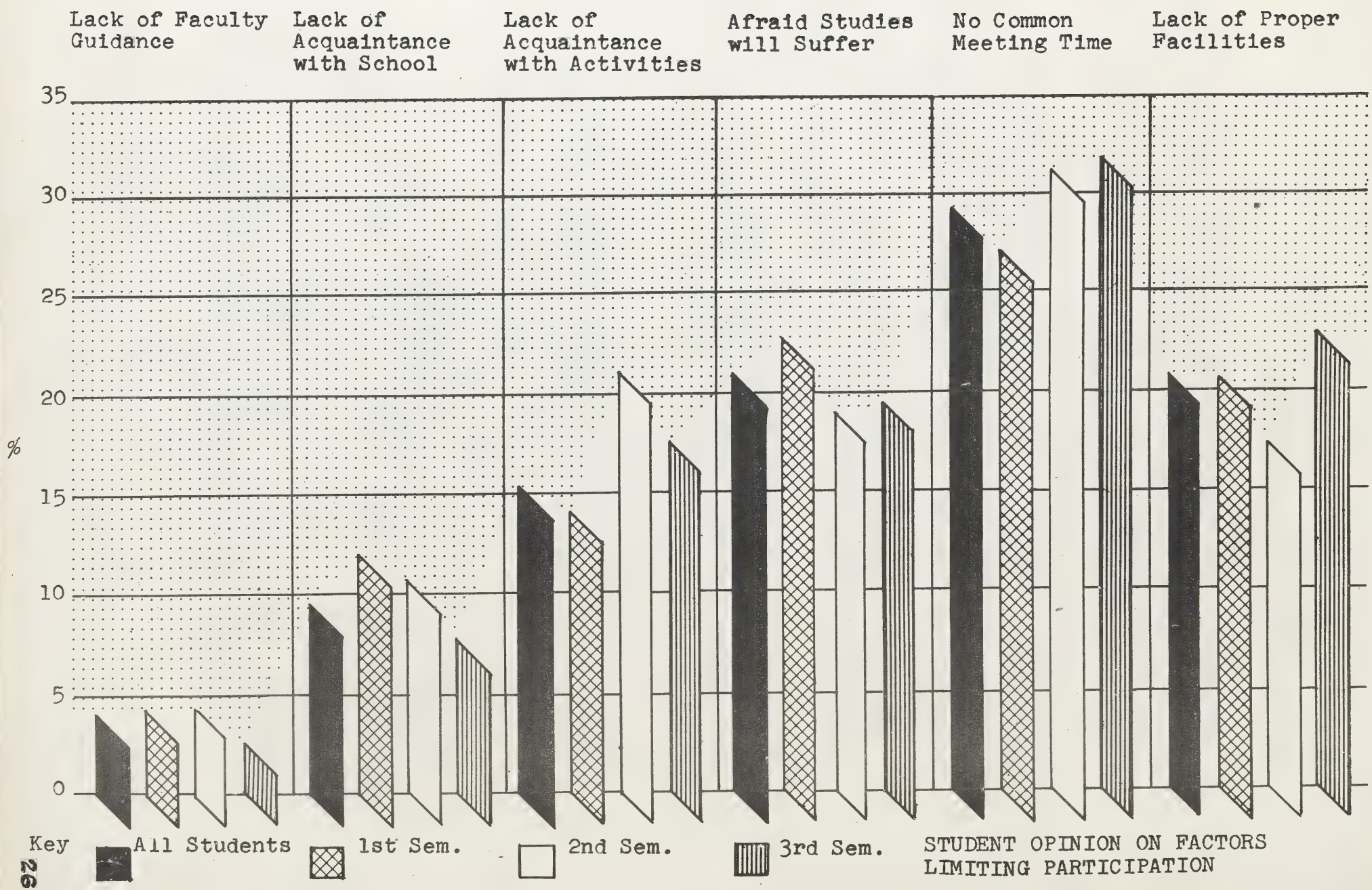
(NOTE: These percentage figures include multiple responses and so should be considered in the nature of comparative indices).

Ranking these factors in order of response, the element of "no common meeting time" in all columns is first. It is obvious that extra-curricular activities which cut across lines of technical specialties must have, as an essential element for success, a common time for these activities to take place.

The factor of fear that studies will suffer, as a deterrent to activity, is widely felt. Particularly, is it evident in the response of the first semester students. This fear reflects the lack of adjustment to the new school situation. The intensity of this factor noticeably declines when it is considered by the active student. This type of student has the necessary self-confidence to overcome the fear. The severity of this fear also is reduced in the higher semester students who likewise have acquired some self-assurance that comes with progress.

GRAPH # 9


Lack of Faculty Guidance
Lack of Acquaintance with School
Lack of Acquaintance with Activities
Afraid Studies will Suffer
No Common Meeting Time
Lack of Proper Facilities
35
30
25
20
15
10
5
0
STUDENT OPINION ON FACTORS LIMITING PARTICIPATION
Key
All Students
Non-Participants
Moderate Participants
Active



STUDENT OPINION ON FACTORS LIMITING PARTICIPATION

GRAPH # 9 CONTINUED

Third in rank, is the lack of proper facilities. This reflects the limitation of the physical plant, as already mentioned. Athletics are extremely difficult to manage if the field, courts, gymnasium, pool, etc., are non-existent in the immediate building and are at some distance from the school, available at odd hours. Other activities suffer from lack of appropriate classrooms, storage space, stage facilities, etc.

Fourth in importance, is the lack of acquaintance with available activities. This factor reflects a defective publicity campaign. At the time of the survey, one issue of the handbook had been circulated; orientation of incoming students in the extra-curricular activities was lacking; no consistent poster, circular, and notice campaign was evident; bulletin boards associated with particular activities were few -- in all, a haphazard, weakly organized publicity campaign.

Lack of acquaintance with the school, as a deterrent factor, is explained by the need for adjustment. It is noticeably higher in severity in the freshman class. This factor also is intimately connected with problems of orientation and publicity.

The lack of faculty guidance is a minor factor. As far as it goes, it indicates the need for faculty members generally to act as informants and as guides to student activities. It may also betray a lack of independent responsibility so typical of the Institute student.

Dropping Out of Activity

Just as student testimony is helpful as a guide to future policy with respect to the factors limiting participation, an inquiry into the reasons for dropping out of activities is also of great importance.

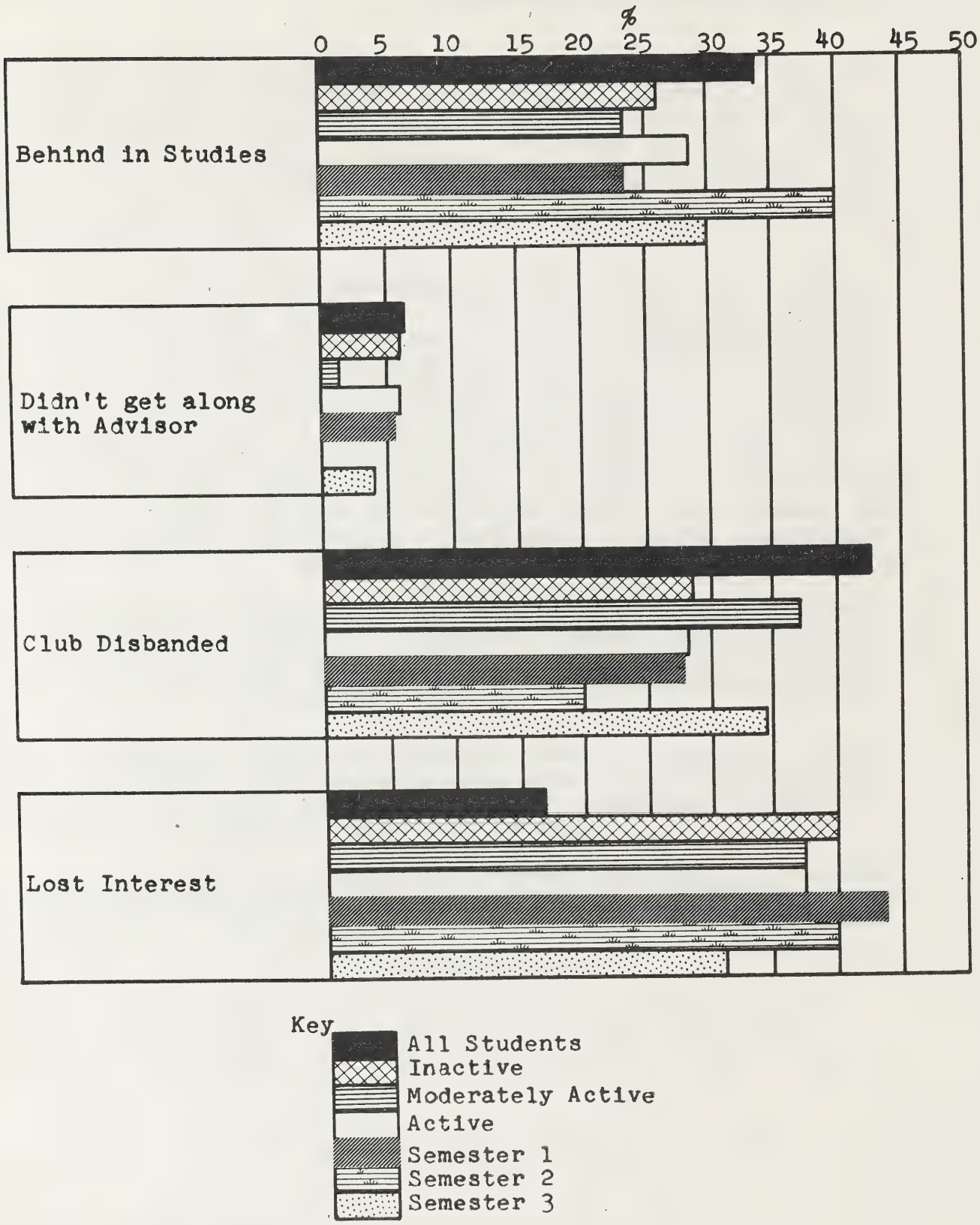
Why Students Dropped Out of Activities

TABLE 12

		Participation			Semester		
	All Students	Not Active	Moderately Active	Active	1	2	3
Behind in Studies	34.0	25.3	23.4	28.0	23.0	40.0	30.0
Didn't Get Along with Adviser	6.4	6.3	1.6	6.3	5.2	0.0	4.4
Club Folded	42.5	28.4	37.5	28.2	28.1	20.0	34.4
Lost Interest	17.1	40.0	37.5	37.5	43.7	40.0	31.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(NOTE: These percentage figures include multiple responses and so should be considered in the nature of comparative indices.)

GRAPH # 10



REASONS FOR DROP-OUT OF ACTIVITIES

HAMPERING FACTORS - STUDENT OPINION

The figures indicate that the factor of interest in the activity is relatively important. It should be pointed out that a sizeable segment of students who are now inactive were in an activity, but a loss of interest therein sufficiently discouraged them from seeking any other. Those entering freshmen who are perhaps initially eager to join in activities, often plunge into some without fully evaluating their time or the nature of the activity. They are prone to cast about until something that is more to their sustained liking turns up.

The phenomenon of clubs discontinuing is next highest as a factor. The explanation for this is manifold. Activity is in many cases sustained, not so much by the nature of the activity, as by the personalities associated with it. These individuals may be both students and faculty members. Key students so associated with an activity, when dropping out because their individual interest is not sustained, deal a body blow to an activity, from which it may not recover. Changing situations arising with students and faculty advisers from semester to semester, with respect to schedule, available time, room space, outside obligations, etc., often cause a club or activity to discontinue. It must also be pointed out that many endeavors are begun in the hope that students will be attracted. A handful, insufficient to develop any sustained response, shows up and then the activity soon ends.

The element of studies in the drop-out picture is from one point of view encouraging. It demonstrates a degree of responsibility on the part of the student toward his primary objective. At the same time it also indicates an element of poor planning, lack of time organization, and defective study habits in some students.

The testimony on relations with faculty advisers is salutory. Relatively few cases exist that indicate clashes between students and advisers. The bulk of these cases seems to involve immature individual students who can't adjust to any activity and so remain inactive.

Additional data gathered on factors for drop-outs repeat many of the elements under limiting factors mentioned above. Others were "lack of time", "job after school", "poor organization", "club dues too high (Fine Arts Club)", etc.

The success of extra-curricular activities in large measure depends on the degree to which the program corresponds to the freely expressed desires of the students. Accordingly, an inquiry was made into this matter.

One set of questions dealt with organized group activities, the other to individual ones. The basic premise has been that the normal student may need and desire both the social relationships found in group activities, and opportunities afforded for individual relaxation, service and creativeness.

TABLE 13

Type of Activities Most Interested in Joining	All Students	Participation: Not Active	Moderately Active	Active	Semester: 1	2	3
Cultural	17.4	18.1	17.7	14.9	19.1	22.2	12.9
Technical	17.0	17.6	16.1	17.0	15.3	17.8	20.0
Social	21.9	19.4	24.1	24.0	22.8	21.1	20.4
Athletic	36.8	39.0	35.0	34.4	37.0	31.1	38.0
Student Government	6.9	5.9	7.1	9.7	5.8	7.8	8.7
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(NOTE: Since these percentage figures represent multiple responses, they should be indicated as being in the nature of indices.)

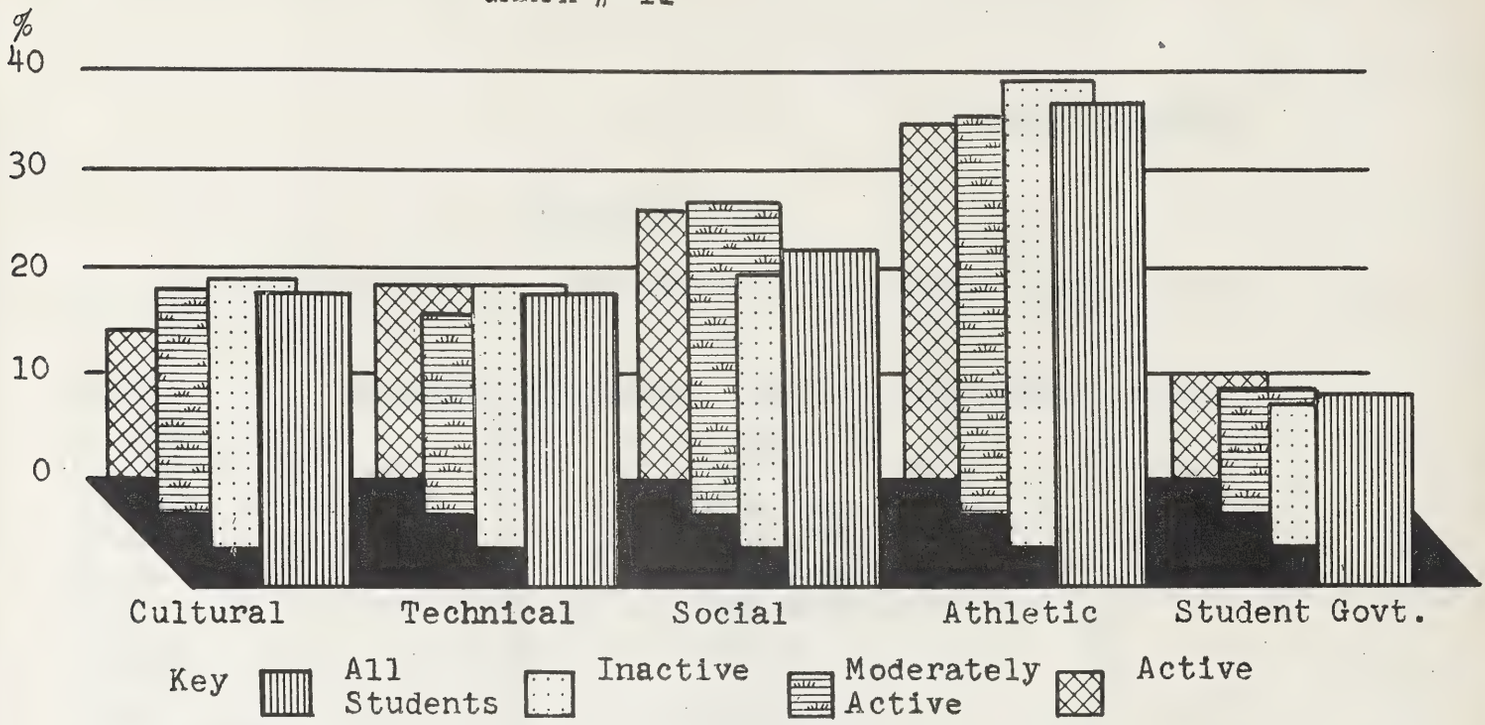
The questions eliciting these responses lead the thinking of the students to consider "cultural" as including literature, art and music. "Technical" was defined as including such clubs as chemistry, radio, advertising, etc. "Social" mentioned houseplans and dances.

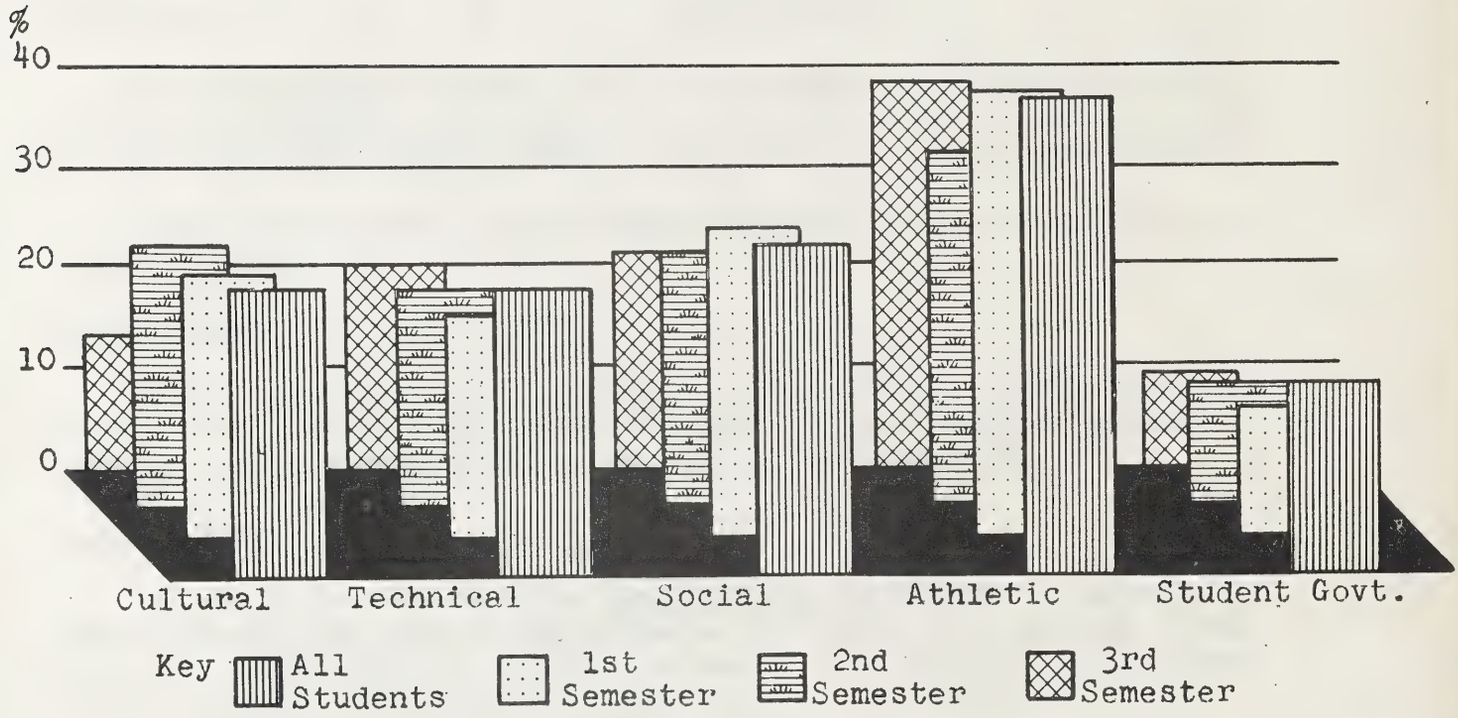
Considering the age level, and the fact that this questionnaire was circulated in the summer of the year when the attention of youth is normally turned to the outdoors, it is not surprising to see the predominant interest in athletics.

Athletic Desires

The greatest number of existing activities are along athletic lines. It was thought that a breakdown of the wishes of students might give an indication of the direction in which the athletic program should be facing.

GRAPH # 11





STUDENT DESIRES FOR GROUP ACTIVITIES

TABLE 14

In order of preference, the desired sports activities are listed as follows:

Sport	Frequency of response	Sport	Frequency of response
Baseball	111	Gymnastics	8
Basketball	96	Skiing	6
Softball	69	Ping Pong	5
Swimming	57	Water Polo	5
Football	52	Wrestling	4
Tennis	42	Ice Skating	4
Bowling	27	Hiking	4
Handball	26	Archery	3
Track	17	Billiards	3
Girls Sports	15	Chess	3
Fencing	13	Fishing	2
Rifle	12	Badminton	1
Weight lifting	12	Cheering	1
Boxing	11	Folk Dancing	1
Soccer	11	Modern Dancing	1
Volleyball	11	Social Dancing	1

The popularity of baseball may be influenced to a degree by the fact that the questionnaire was handed out in June. It should be further noted that the difference between softball and baseball was not clearly defined.

Under girls' sports, requests were indicated for girls' softball and basketball teams.

Social Desires

Social activities rank very highly in the existing program, yet they are also very popular among student desires. It is yet another indication that the present program reflects the existing wants of students.

Cultural Wants

It should be noted that the non-participating student has almost as strong a desire for cultural activities as for social and technical activities. The sentiment for a cultural program is also strong in the freshman group. This may reveal a defect in the program, the lack of catering to the interests of a significant cultural minority.

Technical Interest

In the third semester, with graduation but one semester away, interest in the technical clubs becomes stronger. This may be caused by a desire to increase the range of placement contacts.

Student Government

Student Government interests a maximum of approximately 10% of the active, moderately active and upper semester students. Activity involves working with student government thus awakening a desire for participation. Third semester students have seen the tangible benefits from student government and thus express some greater interest in it.

A provision was made in the questionnaire for indicating activities not noted. Many of these club activities involved discussion of controversial issues. The names indicated were: Discussion Club, Debating Society, Politics Club, Political Science Club, Current Events Club, etc.

Individual Student Desires

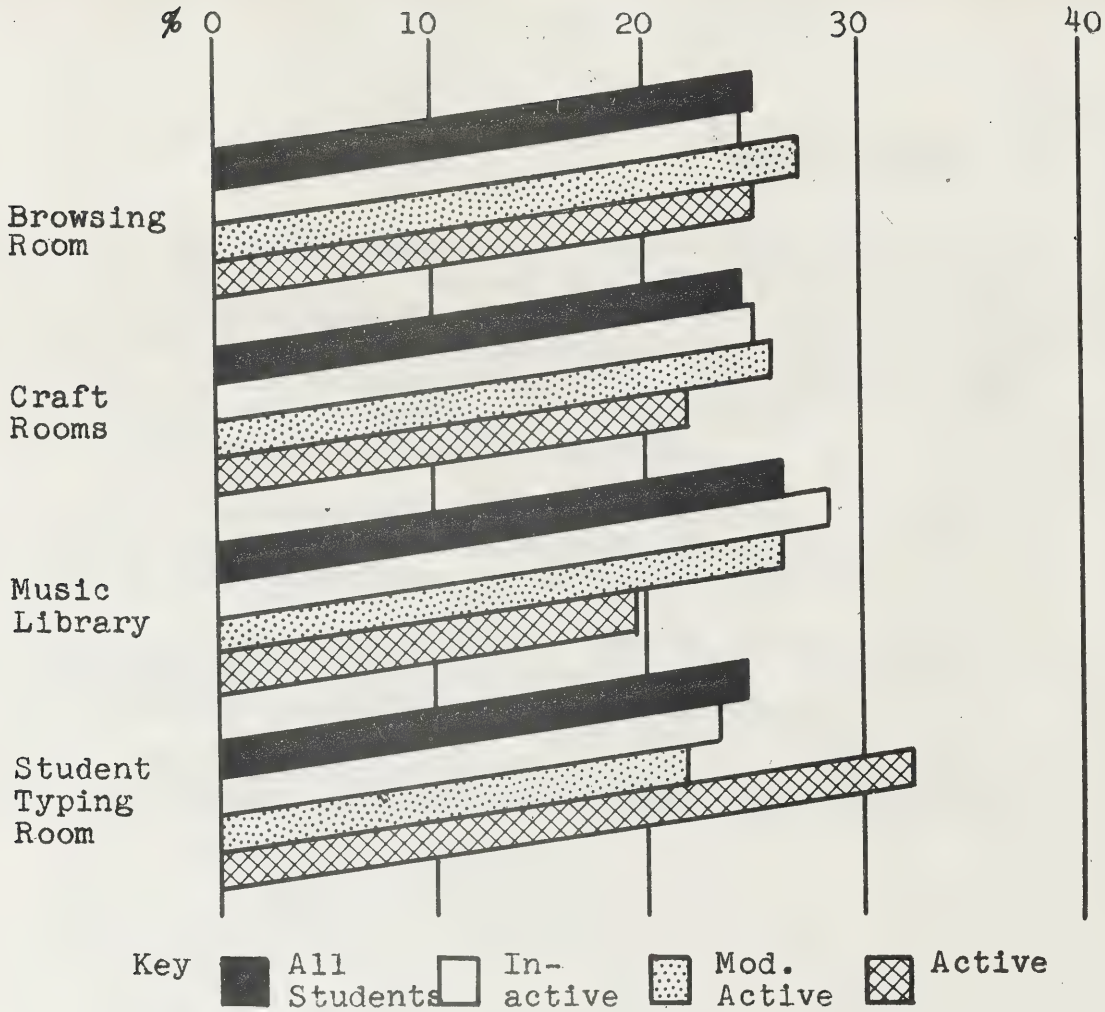
So far the analysis has been made of group activities. There are many individuals who prefer to "go it alone," to do something creative, or to relax in individual enjoyment. For that reason, the questionnaire asked students to indicate their desires for individual after-school work.

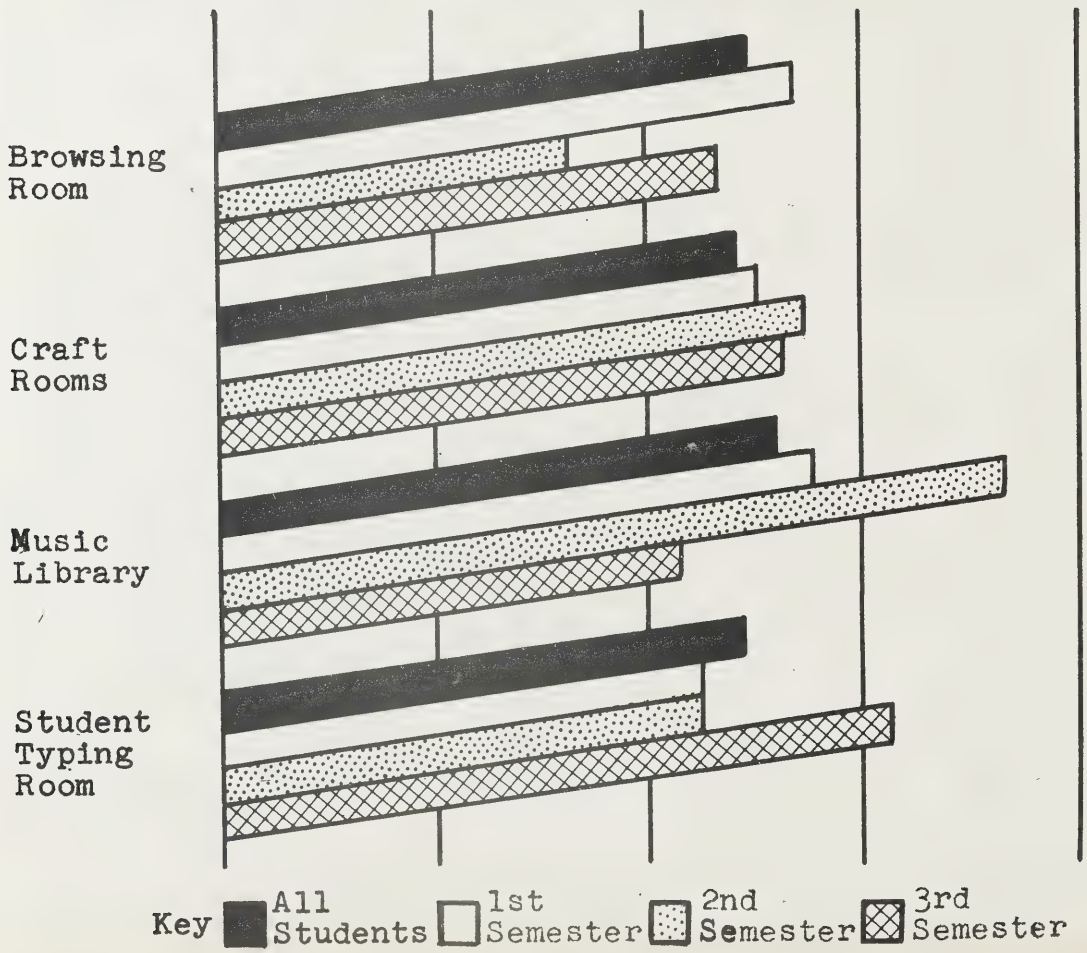
TABLE 15

Facilities for Individual Work	All Students	Participation: Not Active	Participation: Moderately Active	Participation: Active	Semester 1	Semester 2	Semester 3
Browsing Room (Fiction, Magazines)	25.0	24.0	26.9	24.8	26.5	16.2	23.4
Craft Rooms (Metalwork, Pottery, Leathercraft)	24.6	25.0	25.6	22.0	24.0	26.5	25.7
Music Library (Classical Recordings)	25.8	28.0	25.8	19.4	27.5	35.3	20.6
Student Typing Room	24.6	23.0	21.7	33.8	22.0	22.0	30.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(NOTE: These percentages are multiple responses. The numbers should be considered in the nature of indices).

GRAPH # 12





STUDENT DESIRES FOR INDIVIDUAL FACILITIES

STUDENT DESIRES

A comparison of the column marked "all students" in Table 15 with the same column for "activities most desired" (in Table 13) reveals a substantially higher interest in these individual fields over group activities with the sole exception of athletics. They strike a particularly responsive chord in the students who are at present non-active. The moderately active student demonstrates a strong desire for these endeavors implying the need for supplementing group work with individual activities.

The desire for a classical music library ranks highest. Following closely, were desires for a browsing room and craft rooms. This reveals some sentiment for cultural activities, now largely non-existent.

The student typing room interest is an attempt to meet the needs of students for report-writing and the acquisition of a skill. It is manifested also in requests for an elective student typing course.

A balanced program will only be possible when these individual desires are met. Thus, in some way, most of the student body will be served.

The student who is a leader is in a position to evaluate student activities from a different point of view. He is, first of all, extremely active and has assumed a role of responsibility. His intimate association with the activity provides a point of view of one who has real experience in grappling with the problems of student affairs.

Since he also represents a state of activity which is being sought for in the general student body, factors determining his position of leadership are worthy of study.

TABLE 16

Relationship of Leaders to Present Semester Position

Semester	Number of Student Leaders	Percentage
1	17	28.3
2	20	33.3
3	23	38.4
Total	60	100.0

TABLE 17

Semester of Initial Activity

Semester	Number of Student Leaders	Percentage
1	47	77
2	12	19.7
3	2	3.3
Total	61	100.0

It is apparent from Table 16 that over 60% of the student leaders polled were first or second termers at the time of the questionnaire. They, therefore, must have become active in either of these semesters. However, of the third termers who represented 37.7% of the sample, 34.4% joined in previous semesters. In general, it is safe to say that student leaders join early in their Institute careers.

TABLE 18

Leadership and High School Activity

	Number of Students	Percentage
Active in High School	46	79.3
Inactive in High School	12	20.7
Total	58	100.0

This analysis again reinforces the concept that there is a considerable carry-over in activity from high school.

TABLE 19

Leadership and Course Area

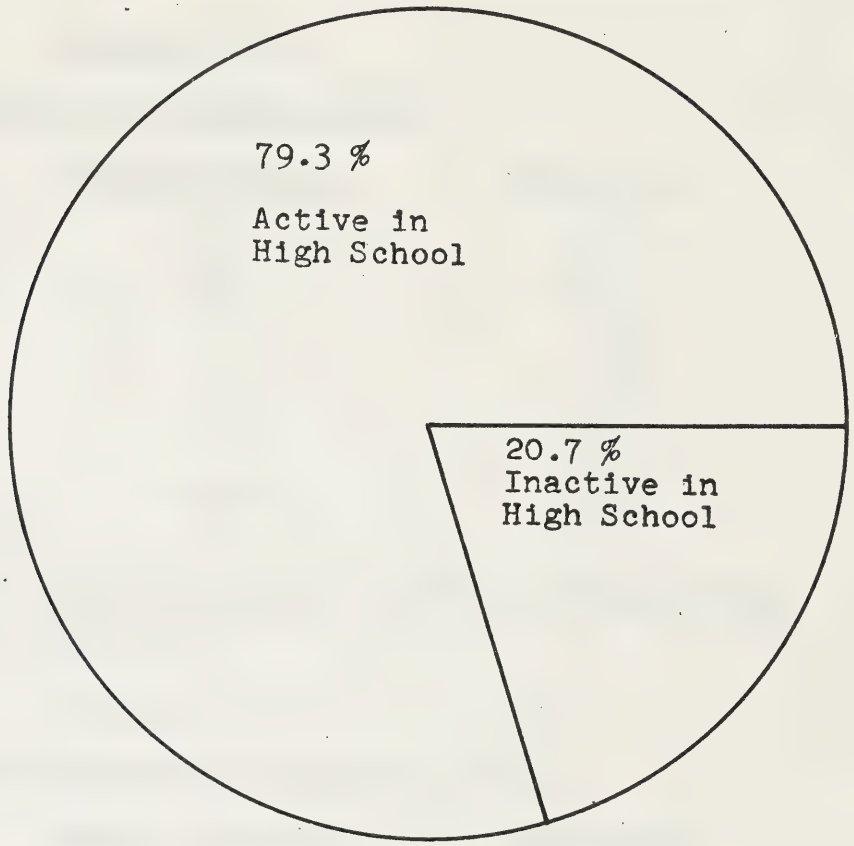
The course area, in order of strength of representation, is as follows:

Course	Number of Students	Percentage
Executive Assisting	13	21.3
Industrial Sales	11	18.1
Retail Distribution	9	14.7
Electrical Technology	7	11.5
Chemical Technology	6	10.3
Mechanical Technology	5	8.2
Medical Laboratory Technology	4	6.5
Hotel Technology	3	4.9
Dental Hygiene	1	1.5
Dental Laboratory Technology	1	1.5
Structural Technology	1	1.5
Commercial Art	0	0
Total	61	100.0

This table, while not exactly accurate because of the accidents of a limited sampling, nevertheless reveals that in the three course areas in the public contact fields, (Executive Assisting, Industrial Sales, and Retail Distribution) there is a high percentage of student leadership. The seeming lack of participation in the case of Art students is to be explained by the fact that Art students tend to concentrate on art and layout work in student publications. No responses were received from these sources.

GRAPH # 13

STUDENT LEADERSHIP AND HIGH SCHOOL ACTIVITY



GRAPH # 14

LEADERSHIP AND COURSE AREA

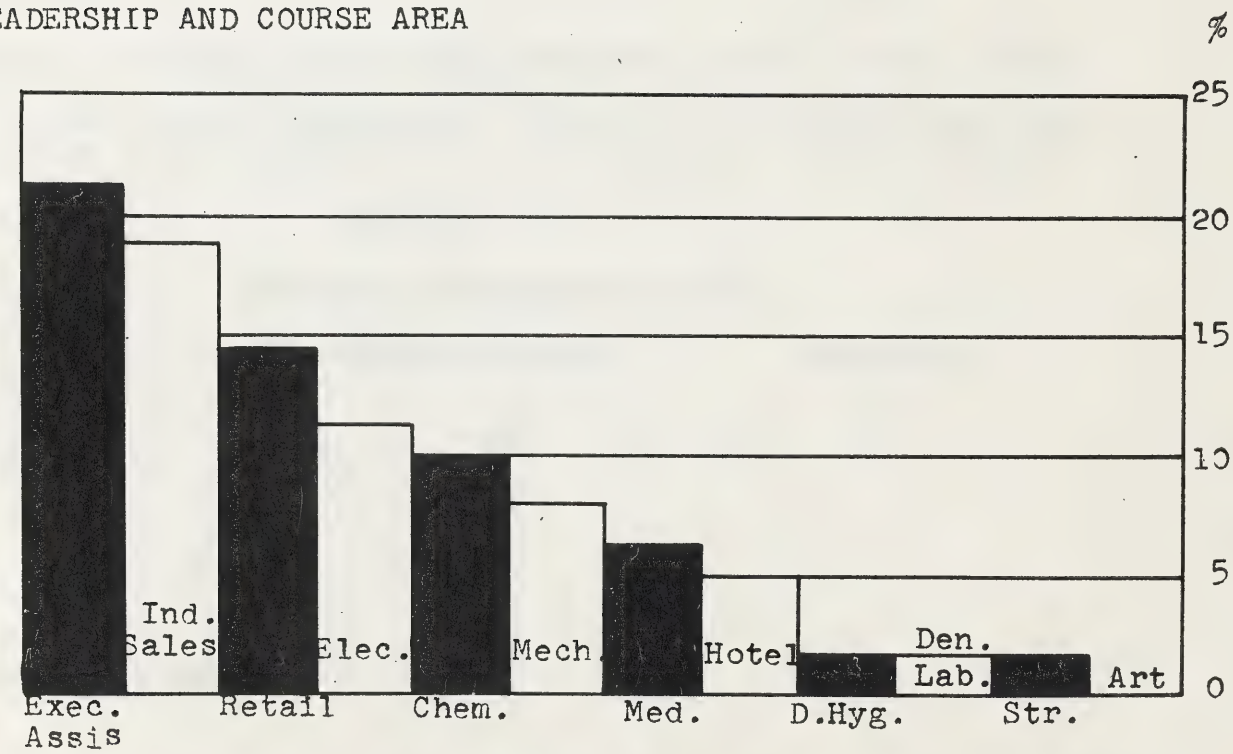


TABLE 20

Leadership Participation and Age

Age Level	Number of Students	Percentage
16-17	6	9.8
18-19	35	57.4
20-21	12	19.7
22-23	4	6.6
24-25	1	1.6
26-27	1	1.6
28-29	1	1.6
30-31	1	1.6
31 +	0	0
Total	61	99.9

A comparison of this table with that of the general student responses reveals a high degree of correlation between the two. The bulk of participants is in the 18-19 age category.

TABLE 21

Leadership Participation and Veteran Status

	Number of Students	Percentage
Non-Veterans	52	85.3
Veterans	9	14.7

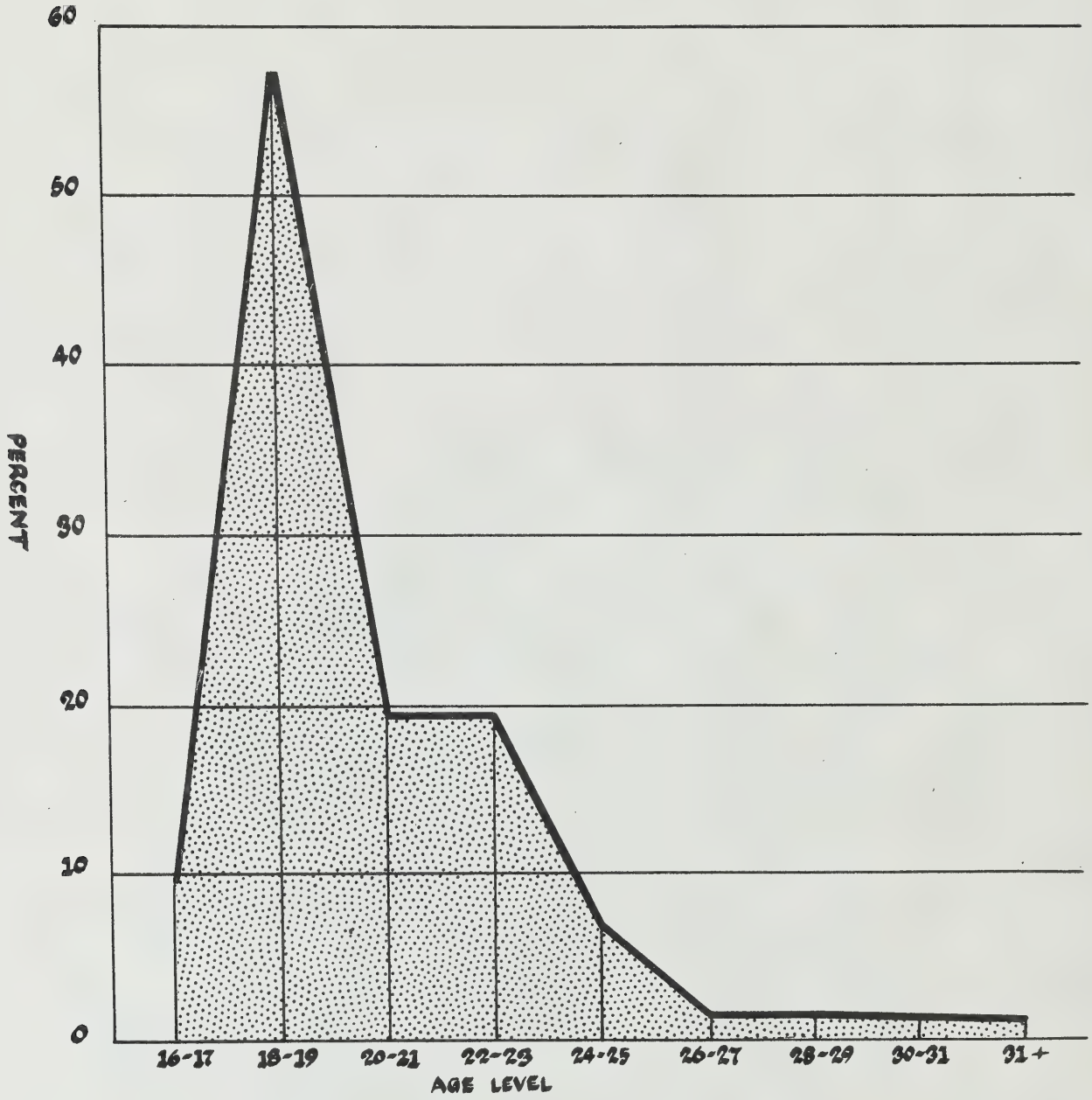
Again this table reveals a high correlation with the general student veteran status. (See Table 7). However, in a comparison with the statistics on general student participation, the non-veteran student leader represents 85.3% as against 49.5% for the active general non-veteran student.

TABLE 22

Leadership Participation by Sex

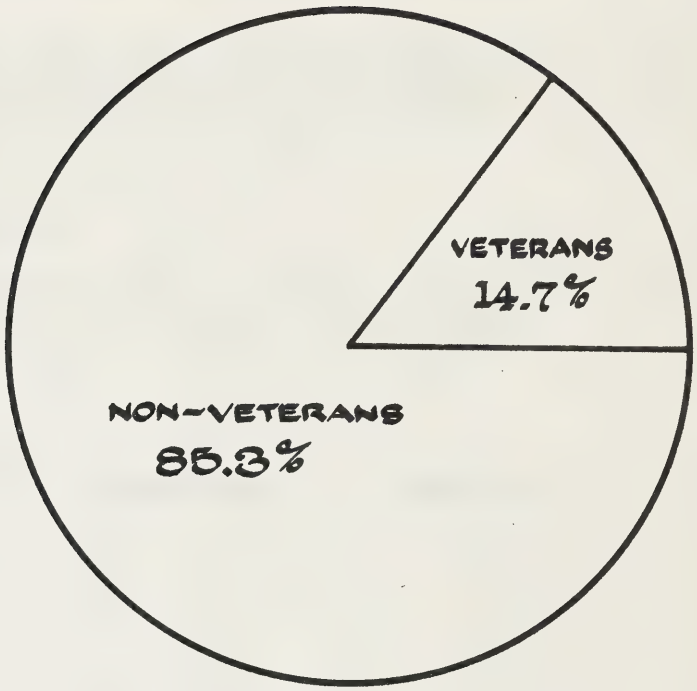
	Number of Students	Percentage
Male	36	59
Female	25	41

GRAPH # 15



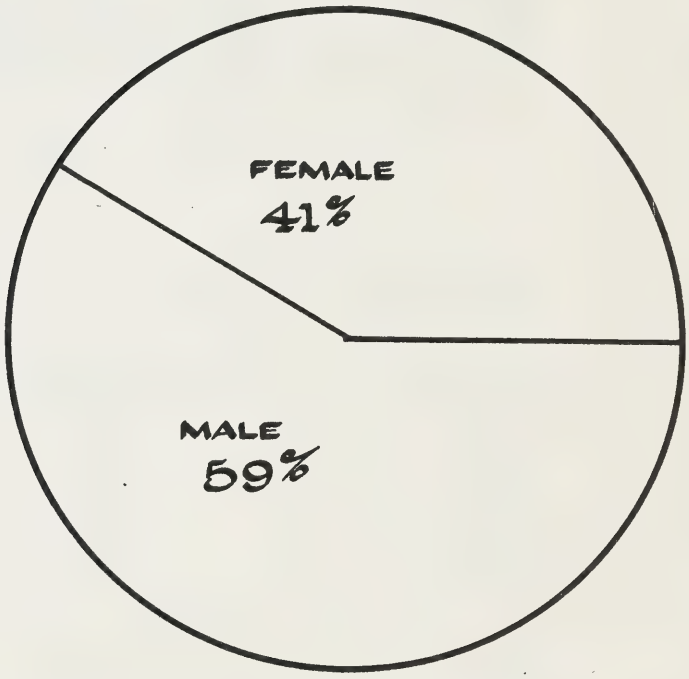
LEADERSHIP PARTICIPATION AND AGE

GRAPH # 16



LEADERSHIP PARTICIPATION AND VETERAN STATUS

GRAPH # 17



LEADERSHIP PARTICIPATION BY SEX

A comparison of the foregoing table with that of general participation reveals (see Table 6) that on a percentage basis among the general student body, more of the girls are active. However, in positions of leadership, the boys are more prevalent.

Student Leadership Reasons for Participation

In an attempt to get at the subjective reasons of student leaders for engaging in extra-curricular activities the following were indicated:

TABLE 23

Reasons for Engaging in Extra-Curricular Affairs	Number of Responses	Percentage
Social Contacts	36	28.1
Opportunity for Leadership	26	20.3
Impress Others	5	3.9
Make up for Mediocre Class Work	0	0.0
Help Me Get a Job After Graduation	19	14.8
Help Correct School Deficiencies	10	7.8
Have Fun	32	25.1
Total	128	100.0

Most student leaders simply are animated by a desire to have fun and make friends. Some find an outlet for leadership desires. A small number are vocationally motivated. The lack of response to the questions pertaining to mediocre school work and a desire to impress others should not mislead the reader to believe that these factors do not exist. They do, but the questions are not flattering and hence do not elicit the response.

TABLE 24

Broadening Extra-Curricular Activities

In the opinion of the student leaders, the following would increase student participation:

	Number of Responses	Percentage
Common Meeting Time	55	52.5
More Lounges	20	19.0
More Special Clubrooms	26	24.8
Less Homework	4	3.7
Total	105	100.0

The high response to the need for a common meeting time reinforces the feeling of the general student body. The expansion in the number of lounges is limited by the physical plant. Nevertheless, it is a genuine need. The expression of a desire for more clubrooms of a special nature implies the use of technical school facilities now denied or limited in accessibility to students. The lack of any considerable expression on the part of leaders for a reduction of homework is gratifying in the degree of responsibility this answer indicates.

Other suggestions for expansion include the need for greater organized publicity, suggestion boxes, continuous polling of student desires, student offices, and music in the lounges.

TABLE 25

Future Expansion of Extra-Curricular Activities

Type of Activity	Number of Responses	Percentage
Cultural	39	33.3
Technical	10	8.5
Social	37	31.6
Athletic	31	26.6
Total	117	100.0

The need for cultural expansion is recognized even more by student leaders than the general student body. It also seems that active leaders tend to shy away from continuing technical activity outside of class work.

Student Leader Opinion on Student Government Elections

The election of student government officers each semester presents a unique opportunity to involve the entire student body in extra-curricular affairs. It should serve as a model for the future activity of intelligent citizenry so vital for the continued existence of democracy.

The campaigns in the past were limited to single assemblies of class membership, with the usual short, "If elected, I promise....." speeches. Posters with names were scattered on the walls around the buildings. The actual election process this past semester included a registration procedure and a central polling place. The interest was not very great, and the votes not very high in number. Accordingly, it was felt that student leaders should express some opinion concerning student government elections.

TABLE 26.

How can Student Government Elections be Improved?

Suggestion	Number of Responses	Percentage Index
Controversial Discussions in School Press	34	54.0
Formal Organization of Parties and Platforms	29	46.0
Total	63	100.0

It would seem that these suggestions meet with considerable approval of the student leaders polled. Perhaps if additional stray suggestions were listed, some more ideas might be brought out to shed additional light on improving student government.

1. Longer campaigns
2. Improved balloting
3. More participation
4. Campaign manager speeches
5. Discussion in General Education Classes
6. Bring candidate closer to students
7. Stagger ballot time for different course areas
8. Meeting candidates more often
9. More faculty interest

It is recognized that the primary aim of all students should be the successful completion of Institute course work. It is also understood that benefits of great value are derived from extra-curricular activities. The question remains of striking the proper balance between these two activities. Personified, a middle course must be pursued between that of the "grind" and that of "Joe College."

The record has revealed some outstanding failures in this respect. Three of the presidents of the Student Government Association had given so much of their time to out-of-class activities as to suffer glaring deficiencies in course work.

In order to inquire into this question a random sample was selected of thirty (30) fourth semester (senior class) students who were rated among the most active in extra-curricular affairs as judged by the faculty adviser and a final award committee. The scholastic averages for each semester as well as the general average were computed for each student from the permanent record cards.

T A B L E 27

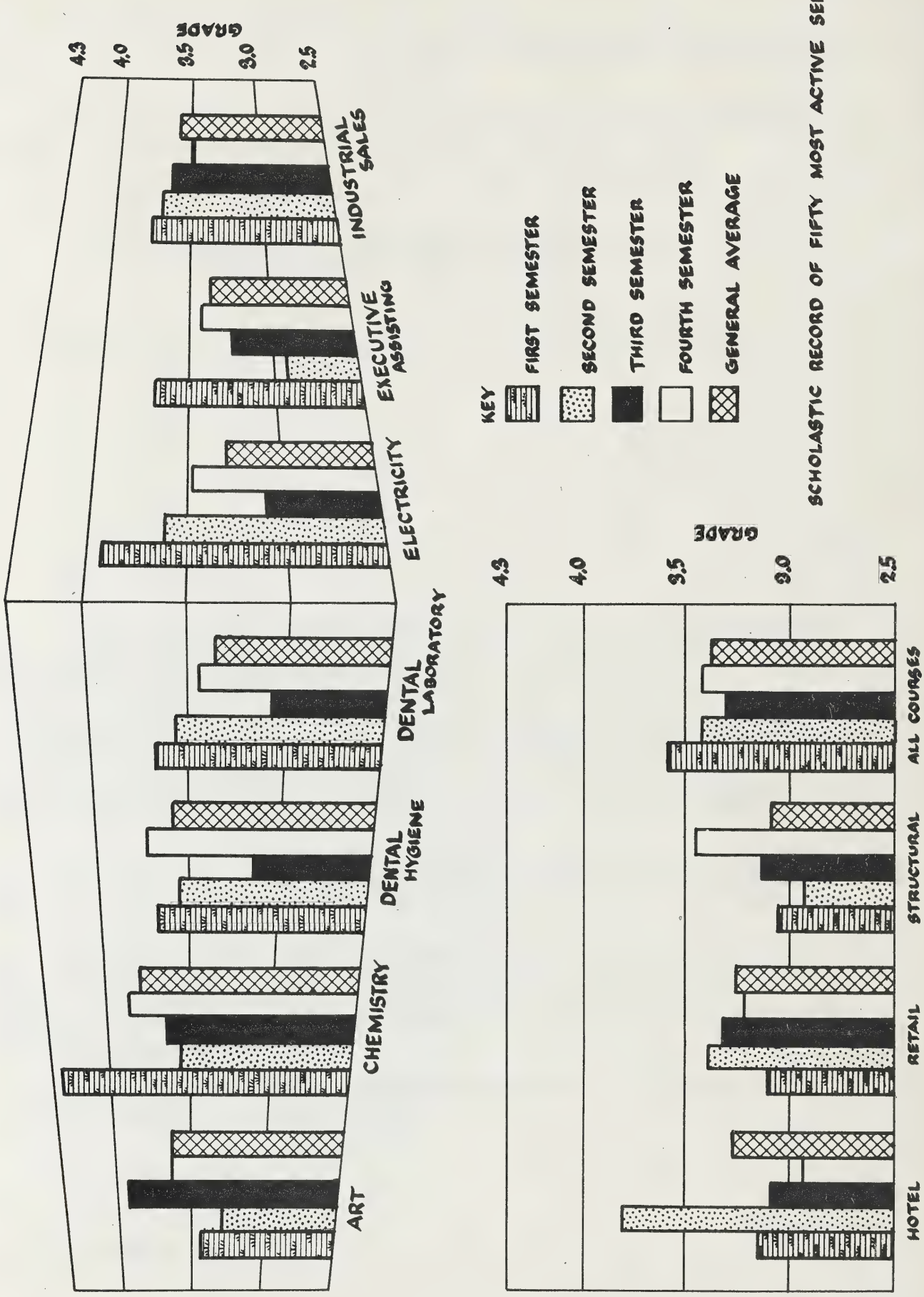
Scholastic Record of 30 of the Most Active Seniors

Course Area	First Semester	Second Semester	Third Semester	Fourth Semester	General Average
Commercial Art	3.45	3.29	3.92	3.58	3.58
Chemical Technology	4.26	3.56	3.61	3.87	3.82
Dental Hygiene	3.69	3.56	3.16	3.67	3.53
Dental Laboratory	3.60	3.52	3.05	3.39	3.32
Electrical Technology	3.92	3.59	3.08	3.48	3.27
Executive Assisting	3.72	2.90	3.26	3.39	3.32
Industrial Sales	3.66	3.60	3.44	3.41	3.54
Hotel Technology	3.27	3.78	3.09	2.92	3.27
Retail Distribution	3.27	3.35	3.31	3.22	3.28
Structural Technology	3.03	2.87	3.19	3.43	3.13
T o t a l s	35.87	34.02	33.11	34.36	34.06
Combined Averages	3.59	3.40	3.31	3.44	3.40

(NOTE: The scale of grades indicated above is as follows:

Honor	5.0	Low Passing.....	2.0
Credit	4.0	Conditional.....	1.0
Passing.....	3.0	Failed.....	FF

GRAPH # 18


SCHOLASTIC RECORD OF FIFTY MOST ACTIVE SENIORS
KEY
FIRST SEMESTER
SECOND SEMESTER
THIRD SEMESTER
FOURTH SEMESTER
GENERAL AVERAGE
GRADE
4.3
4.0
3.5
3.0
2.5
HOTEL
RETAIL
STRUCTURAL
ALL COURSES
ART
CHEMISTRY
DENTAL HYGIENE
DENTAL LABORATORY
ELECTRICITY
EXECUTIVE ASSISTING
INDUSTRIAL SALES

These were the course areas represented in the sampling. Chemical and Hotel Technologies were represented by one student.

T A B L E 28

Frequency Distribution of Individual Semester Grades of 30 of the Most Active Seniors

Class Interval	Frequency of Grades
4.7 - 4.9	3
4.4 - 4.6	3
4.1 - 4.3	12
3.8 - 4.0	25
3.5 - 3.1	30
3.2 - 3.4	25
2.9 - 3.1	28
2.6 - 2.8	11
2.3 - 2.5	10
2.0 - 2.2	1

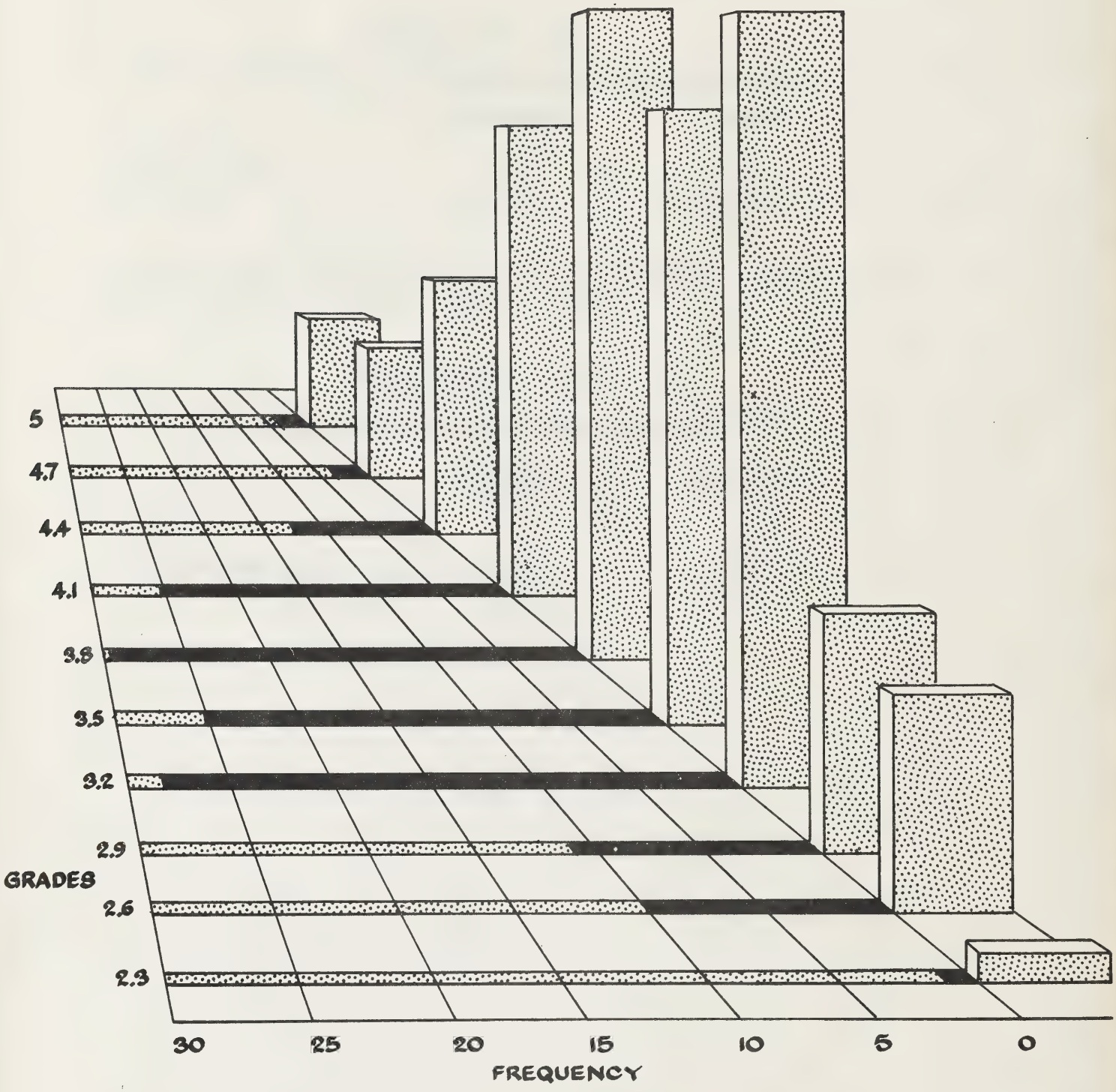
It can be readily seen from these figures that, in general, studies do not suffer significantly as a result of the most active extra-curricular participation. The modal grades fall between passing and credit. This compares very favorably with the general student body. It should be noted that at the time of this investigation only varsity athletes were restricted by minimum scholastic standards. To some negligible degree these grades may reflect a tendency toward "softness" on the part of instructors in giving grades to active students. Despite glaring individual exceptions, extra-curricular activities do not materially affect scholastic standing.

The figures reveal a tendency for students to decline scholastically until the final semester is reached. During this final period, with graduation as a goal, studies tend to pick up and recover some lost ground.

It should be remembered, in connection with this matter of scholarship, that the sixty-one (61) student leaders polled indicated that none of them joined activities to make up for mediocre scholarship and that only four (4) responded that extra-curricular activities should be broadened by providing less homework.

These same students were asked to indicate the effect of extra-curricular activities on scholarship.

GRAPH # 19



FREQUENCY DISTRIBUTION OF INDIVIDUAL SEMESTER GRADES
OF THIRTY MOST ACTIVE SENIORS

TABLE 29

Effect of Activities on Scholarship-Student Leader Opinion

	Responses	Percentage
Bettered It	20	34.5
Lowered Grades	2	3.0
No Effect	36	62.0
Total	58	100.0

Faculty members were asked what was the scholarship standing of students participating in extra-curricular affairs.

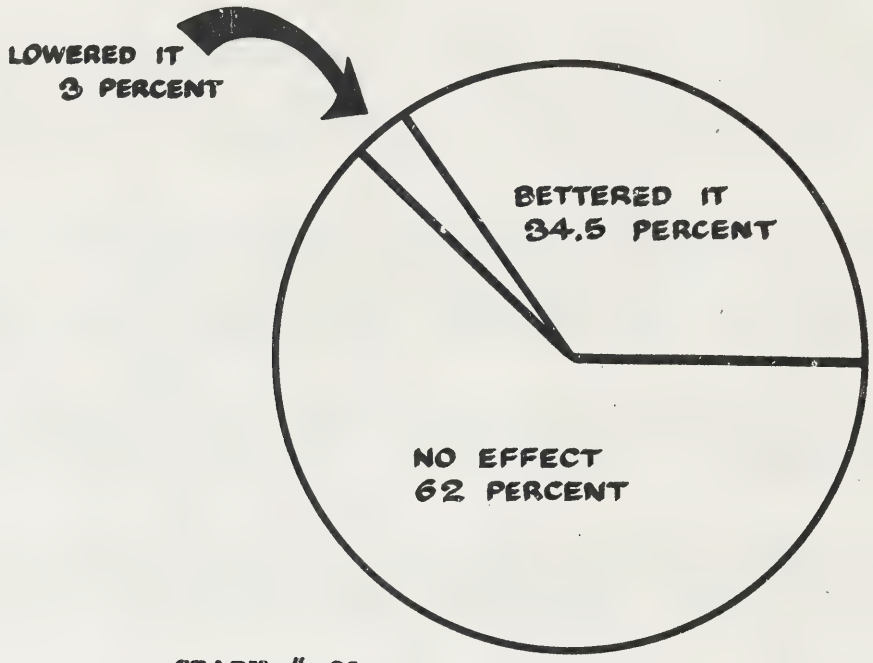
TABLE 30

Scholarship of Participating Students - Faculty Opinion

	Responses	Percentage
Average	51	77.2
Superior	11	16.6
Below Average	4	6.2
Total	66	100.0

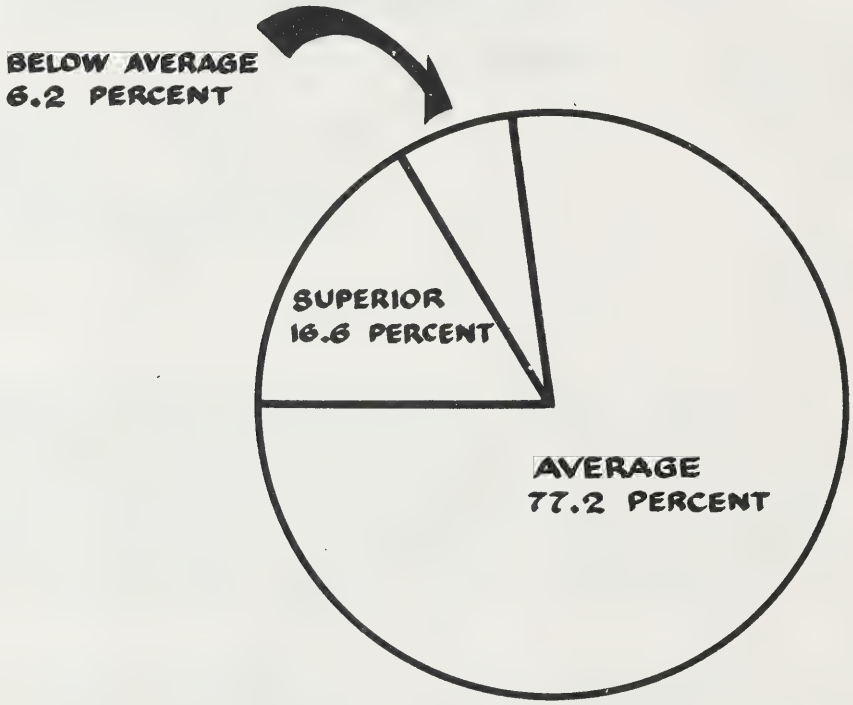
GRAPH # 20

EFFECT OF ACTIVITIES ON SCHOLARSHIP — STUDENT LEADER OPINION



GRAPH # 21

SCHOLARSHIP OF PARTICIPATING STUDENTS — FACULTY OPINION



THE FACULTY

The members of the professional staff number approximately 130. Of this number, over 80 are actively engaged in extra-curricular affairs. This high number of participants is noteworthy if the weekly class hour work load of over 20 hours per instructor is taken into account.

Furthermore, the lack of a set meeting time for activities existing at the time of this investigation was a real handicap. Coaches were faced with the difficulty of athletic facilities being at some distance from the school. Many house plans met evenings and Sundays. All this added up to an inordinate burden on many faculty members.

As an important integrative factor in the picture of student activities, the faculty position must be considered. Accordingly, two questionnaires were directed to faculty members.

It was deemed important to find out the real feelings of faculty members toward student activities. One questionnaire was therefore marked confidential and the faculty members' names did not appear on it.

TABLE 31

Faculty Reasons For Participation

	Responses	Percentage
Help Me Get A promotion	22	24.0
Really Like to Work With Students in areas of mutual interest	51	55.5
Want to Work with Students in Anything in which they are interested	19	20.5
	92	100.0

Despite the fact that only 22 members of the faculty admitted that a desire for promotion animated their participation, the promotional factor is much stronger. As has been indicated, the inherent deficiency of the questionnaire technique would militate against faculty members stating that they participated for what may be considered an open materialistic reason. It is however, known that extra-curricular participation is a factor considered very strongly in the existing advancement procedure.

There is, however, no gainsaying the fact that faculty members are normally anxious to engage in extra-curricular activities, particularly if the type of activity is of mutual interest to the instructor and the student.

Some faculty members gave as their reason for participation that they were assigned to it. It seems to the investigator, that this type of imposition is not widespread.

TABLE 32

Reasons for Faculty Non-Participation

	Responses	Percentage
Additional Job After School	6	15.8
Departmental or Administrative Responsibilities	16	42.0
Not Particularly Interested	2	5.5
Want Extra Compensation	5	13.3
Have No Hobby	2	5.5
Other Individual, Advising Activity of Interest	4	10.5
Can't Contact Interested Students	3	7.4
	38	100.0

Seventy-eight questionnaires from faculty members were returned. Of this number, based on multiple responses in both participating and non-participating categories, 29 percent were non-participants in extra-curricular affairs. The most prevalent reason given was that of departmental and administrative responsibilities. The maintenance of equipment, inventories, ordering supplies, departmental records, committee work, work-study contact relations, etc. represent a sizeable burden to many faculty members which of necessity precludes participation.

Many instructors especially in the lower pay categories, need additional employment to make ends meet. These positions in extension division, evening colleges, and evening high schools are properly not discouraged by the administration, but they do make it difficult indeed to pursue extra-curricular affairs. Those that expressed a desire to participate predicated upon extra compensation, were only stating their economic need in but another way.

Those that claimed they had no hobby or that someone else was engaged in the activity in which they were interested, were merely stating that they would engage in just those activities in which they might have a positive interest.

The inability to contact students reflects the lack of a common meeting time and the need for better organization of publicity. The lack of interest in these activities as a deterrent factor is held by but a small number of faculty members.

Additional unsolicited reasons indicated on the questionnaire included:

Excessive teaching load
No time available
Lack of student interest

These are in harmony with the observations made before.

Student Estimate of Faculty Participation

Student leaders in clubs and student government were questioned as to their feelings and estimate regarding faculty participation in extra-curricular affairs. The success or failure of these activities in large measure depends on good relations between advisers and students. In other words, the human relations factor in outside-classroom activities is in great respect the same as that within the classroom, good student-teacher rapport.

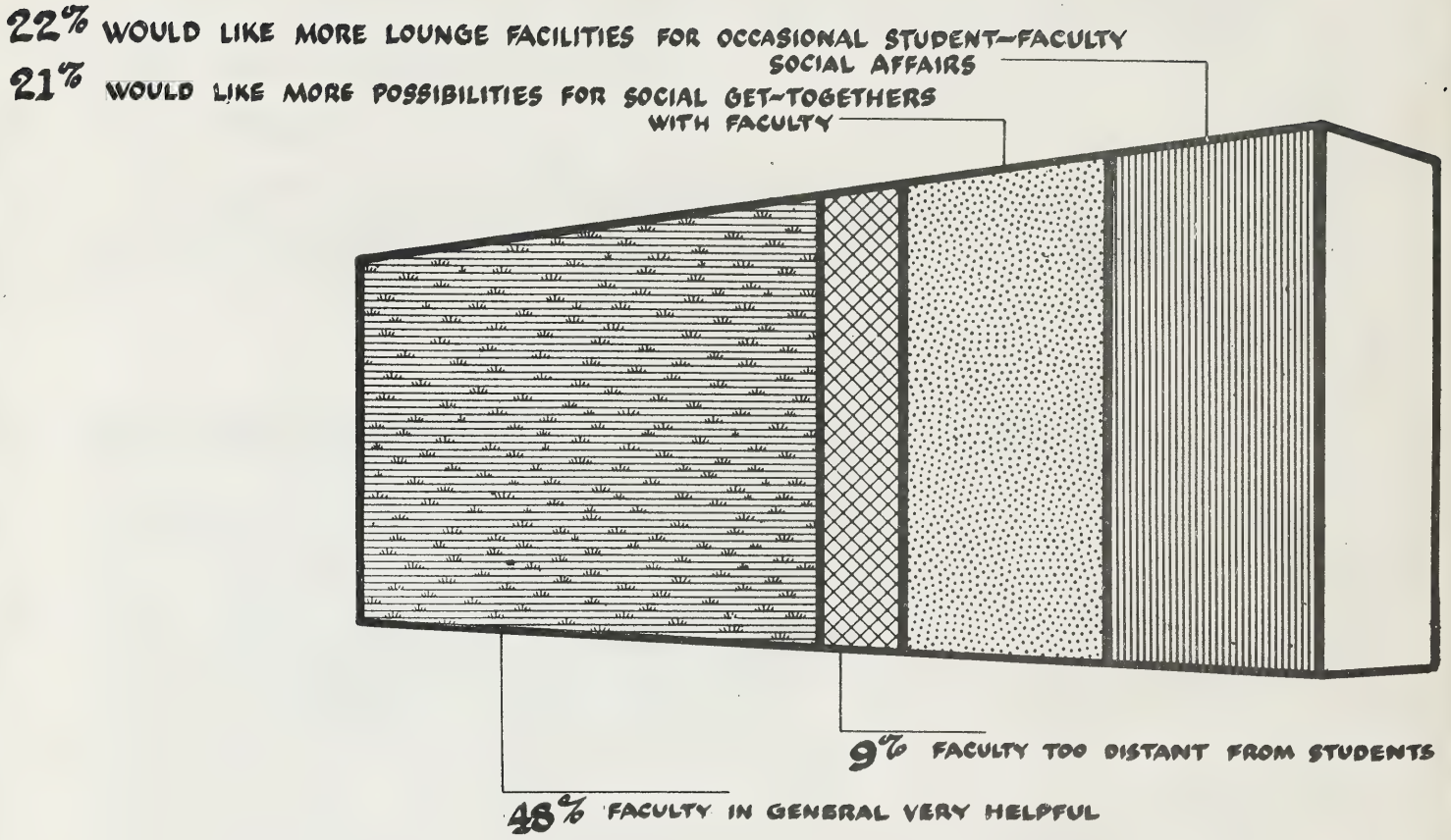
Student leaders, who are active, are in a particularly good position to judge faculty participation. The judgment may be subjective, immature, and even biased, but the vantage point of observation is the best available.

TABLE 33

Student Leader Opinion of Faculty Participation

	Responses	Percentage Index
Faculty, in general, very helpful	47	48.0
Faculty too distant from students	8	8.6
Would like more possibilities for social get-togethers with faculty	21	21.4
Would like lounge facilities for occasional student-faculty social affairs	22	22.0
Totals	98	100.0

GRAPH # 22



STUDENT LEADER OPINION ON FACULTY PARTICIPATION

There were elicited several other individual responses, which may be indicative of a fairly widespread feeling. These were:

Less faculty interference
More interest of faculty
More respect on part of faculty

It is, of course, a measure in the nature of a vote of confidence to find the large number of students considering faculty members to be very helpful. The other responses stated both negatively and positively the felt need of the students to get to know their instructors better through more individual contact, than is possible in the classroom. While this is expressed socially, it reveals the general need for the student to find the social occasion to communicate with the faculty member.

The Faculty Adviser

About 64 percent of the faculty advisers returned questionnaires addressed to them. It was felt that statistics on the nature and extent of faculty adviser participation would be of great assistance in the future development of the program.

TABLE 34

Department of Faculty Adviser	Number of Advisers	Number of Active Members
Chemical Technology	3	75
Commercial Art	5	162
Communication Arts and Skills	6	135
Dental Hygiene	2	82
Dental Laboratory Technology	4	170
Electrical Technology	3	165
Executive Assisting	7	115
General Education	6	83
Hotel Technology	1	8
Industrial Sales	0	0
Mathematics	2	45
Mechanical Technology	6	2540*
Medical Laboratory Technology	1	17
Retail Distribution	4	395
Structural Technology	4	195
	54	4247

*This figure includes the number of participants in sports under the sports director, a member of the Mechanical Technology Department.

TABLE 35

Type of Activity Led by Faculty Advisers

	Frequency	Percentage
Social	24	36.3
Athletic	15	22.7
Technical	14	21.2
Cultural	4	6.5
Student Government	5	6.8
Publications	4	6.5
Total	66	100.0

This table reinforces other findings to the effect that the activities are heavily weighted in the direction of social, athletic, and technical activities. This is in harmony with the desires of students. The obvious physical limitations of the number of publications and of the limited ratio of student government to the general student body make the low response to these activities justifiable. This is not the case with cultural activities. The needs and desires of students are not at all reflected here.

TABLE 36

Time Dispersal of Meetings

Hour	Number of Activities
9 A.M.	0
10	0
11	0
12	2
1 P.M.	5
2	2
3	3
4	7
5	5
6	3
Evening	10
Miscellaneous	13
	50

This table reveals a buckshot scattering of time utilized for activities between 12 noon and 6 P.M. The fact that ten of the reported activities are held in the evening further indicates the difficulty established by the lack of a common meeting time for activities.

Additional Financial Obligations

The faculty advisers were asked to report on the extent to which activities under their supervision require additional financial obligations on the part of students. Fifteen out of the total of 51 replied in the affirmative. This is over 29 percent. The individual funds involved may not be considerable, but together with other obligations they provide deterrents to extra-curricular participation.

In a study made of high schools, it was found "that the average cash cost of attending the supposedly free secondary school was (in the mid-thirties) about $125. per year per pupil (food, clothing, shelter, and transportation excluded), and that these costs rose sharply from an average of about $95. for freshmen to a little above $150. for seniors". 4 The cost of everything has risen since the thirties. The Institute charges for books and supplies far exceed high school charges. If to these are added the costs of extra-curricular activities, it may then be seen why students may not feel free to participate.

TABLE 37

Faculty Advisers' Views as to Positive Merit of Activity

	Number of Responses	Percent Index
Social Poise	34	22.0
Wholesome Attitude	33	21.4
Additional Skills	33	21.4
Improved Students Culturally	20	13.2
Developed Leadership	34	22.0
Total	154	100.0

4. Hand, Harold C. - "Hidden Tuition charges in High School Subjects", Educational Forum, May 1949, page 441. (See also this author's article, "Hidden Tuition Charges in Extra-Class Activities", Educational Forum, November 1949)

While these are not the only results of positive nature that come from extra-curricular activities, the responses were indicative and heartening. The lower percentage on cultural development points up the deficiency in that direction.

To get at some possible negative developments, the faculty advisers were asked whether the following practices occurred in their activities.

TABLE 38

Negative Practices	Number of Responses
Cliques Have Taken Over	7
Girl Students Have Been Limited or Excluded	4
Racial or Religious Discrimination	0
Compensation Device for Poor Scholarship	6
Students of a Particular Course Area, Drop Out More than Others	0

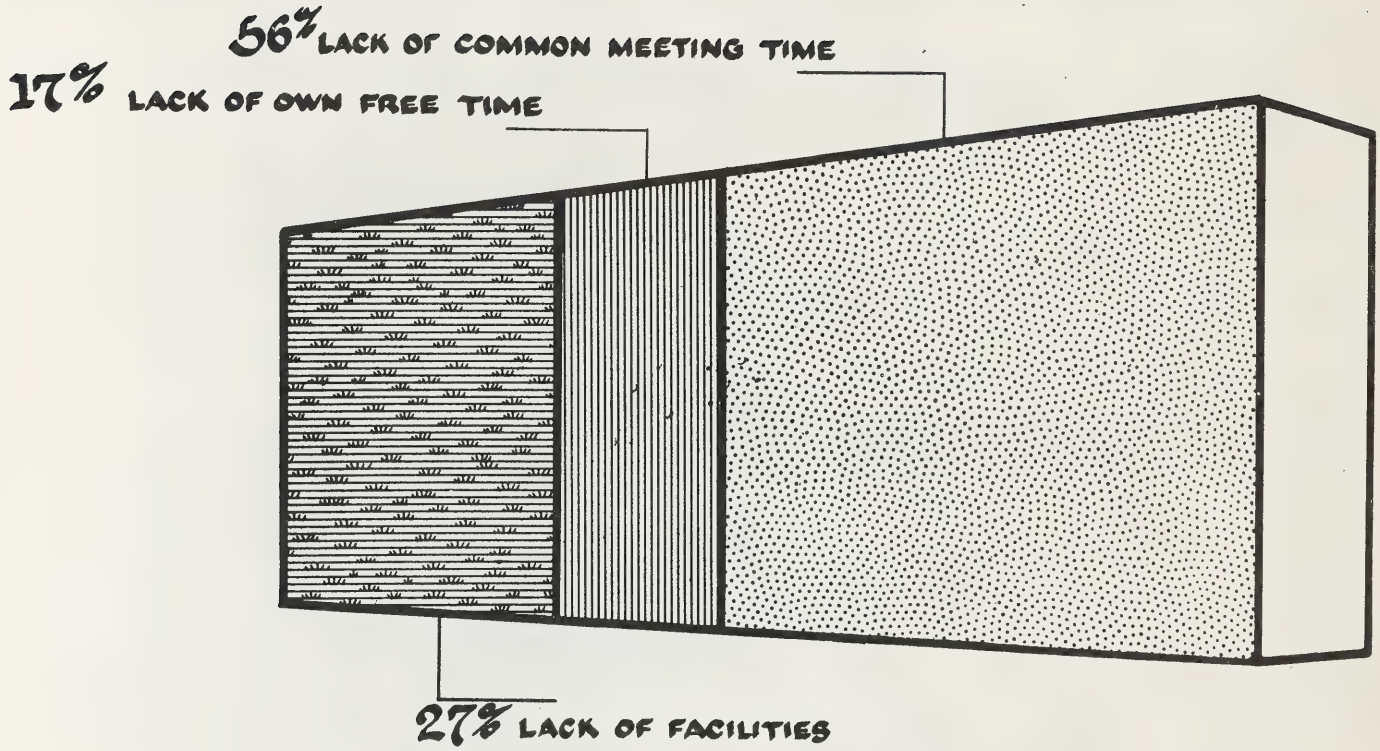
Of the total of 51 replies, the relatively low response on each of the above is highly encouraging. A certain amount of of "clique-ism" normally develops. The discerning faculty adviser must know how to detect it and guide its destruction without taking over control of the organization. The question of utilizing activities to make up for poor school work is a matter of setting standards for responsible time-consuming jobs. The failure to respond to the matter of course area drop-outs is a matter of not maintaining accurate records on the nature of drop-outs.

TABLE 39

Faculty Advisers on Factors Hampering Success

	Number of Responses	Percentage
Lack of Own Free Time	12	18.7
Lack of Common Meeting Time	35	54.6
Lack of Facilities	17	26.7
Total	64	100.0

GRAPH # 23



FACULTY ADVISORS VIEWS ON FACTORS HAMPERING SUCCESS

THE FACULTY

One again, we have the recurrent expression of the lack of a common meeting time as a major factor retarding success of activities. Other elements expressed by advisers include:

1. Stenographic help
2. Social room for parties
3. Girls dislike late meetings
4. More publicity
5. Storage space
6. Two building separation

In an attempt to find out what the faculty generally felt were fundamental criticisms and suggestions for improving the program, the following free responses are reported:

1. Lack of available classroom space (15 responses)
2. Lack of free time common to students and instructors (27 responses)
3. Co-op program difficulties
4. Two-building operation
5. Lack of equipment (7 responses)
6. Students pushed, regardless of real desires (5 responses)
7. Faculty advisers should be relieved of other duties (7 responses)
8. Activities dominated by advisers who, to insure success, do most of the work (3 responses)
9. Lack of sufficient and capable student assistance (7 responses)
10. Credit for students in certain activities (4 responses)
11. One Alumni Association
12. Lack of coordination of activities
13. Students should be polled on activities they desire
14. Houseplans geared to service, not mere date bureaus
15. State aid in financing certain activities
16. Little real achievement - too talky
17. Too much spectator sports
18. Overlapping of activities
19. Value of program in developing citizenship not recognized
20. More credit given advisers
21. Some students engage in too many activities
22. Chaperones for House Plan Socials
23. Friday-Saturday night clubroom dances
24. More publicity
25. Clubs charted on permanent display
26. Special programs for varsity teams
27. More cooperation from Departments

SUMMARY OF FINDINGS

1. 59 percent of students are in 18-19 age bracket.
2. 15 1/2 percent of students are veterans.
3. 32 percent of students were working.
4. 48.5 percent of students were in some extra-curricular activity.
5. In higher semesters total activity drops, but the percentage of very active students increases.
6. Girls are generally more active than boys.
7. There is no significant difference between veteran and non-veteran in extra-curricular activity.
8. As the age level rises, the student activity declines.
9. Activities largely are athletic and social. Small number of cultural activities.
10. More extra-curricular participation in high school than in the Institute.
11. The inactive high school student is more apt to be inactive at the Institute.
12. Lack of common meeting time is the most important limiting factor.
13. First semester students have a strong fear that studies will suffer from extra-curricular activities.
14. Students strongly sense lack of facilities.
15. There is a widespread lack of acquaintance with available activities.
16. Most students who are now inactive were disappointed in the activity they initially engaged in.
17. Relations between students and faculty advisers are generally salutory.
18. Athletics ranked highest in student desires, with baseball, basketball, softball, swimming, and football as the five most wanted sports.
19. Strong sentiment for cultural activities is found in the present inactive group of students.

20. Interest in technical clubs builds up in the higher semesters.

21. Higher semester students are the most interested in student government.

22. Much interest is evidenced in discussion clubs around current issues.

23. Individual activities are centered in desires for a classical music library, craft rooms, and a browsing room.

24. Facilities for student typing are widely desired.

25. Student leaders join activities early in Institute careers.

26. 79.3 percent of student leaders were active in high school.

27. Leadership in activities very prevalent in students of public contact fields of Executive Assisting, Industrial Sales and Retailing.

28. 57.4 percent of student leaders are in 18-19 age bracket.

29. 85.3 percent are non-veterans while only 49.5 percent of general students who are non-veterans participate.

30. 59 percent of student leaders are males.

31. Three main reasons for leader participation are to get social contacts, to have fun, to avail oneself of the opportunity for leadershhip.

32. More than a majority of leaders feel that a common meeting time, would broaden activities.

33. Other leadership suggestions include more lounges and special club rooms.

34. Student leaders feel that activities should be expanded along cultural and social lines.

35. Many student leaders are of the opinion that student government elections can be improved through controversial discussions in the school press and formal organization of parties and platforms.

36. In a study based on the scholastic records of thirty of the most active Seniors, it was found that activity had no significant effect on scholorship.

37. Most student leaders felt that scholarship was not affected by student activities.

38. Faculty advisors judged that the students in the activities they guided, were of average scholarship.

39. 61 percent of the faculty is engaged in extra-curricular activities.

40. Most faculty members indicated a desire to work together with students in areas of mutual interest.

41. The major reasons for faculty non-participation were departmental or administrative responsibilities and additional after school employment.

42. Student leaders generally consider the faculty very helpful.

43. A sizeable sector of student leaders expressed a desire to have more possibilities for faculty-student social affairs.

44. Meeting times for activities were scattered from 12 noon through 6 P. M. with many activities held in the evenings.

45. 29 percent of the faculty advisers responded that additional financial obligations were required of participating students.

46. Faculty advisers felt that as a result of activities, students developed social poise, wholesome attitudes, additional skills, and leadership.

47. Extremely few faculty advisers reported evidence of cliques, and the use of activities as compensating devices for poor scholarship.

48. No evidence of any racial or religious discrimination was reported by faculty advisers.

49. Faculty advisers felt that lack of common meeting time, free time, and faculties hampered activities.

RECOMMENDATIONS

1. A regular semester polling of students' desires and feelings with regard to extra-curricular activities as a guide to future action.

2. A time to be set for extra-curricular activities from 11 A. M. to 1 P. M. in the middle of the week. To put this into effect, a special 40 minute period, 5 minute break schedule is suggested. If no other possibility is present, classes might begin at 8 A.M. on that day.

3. Teaching programs of the sports director, extra-curricular director, varsity coaches, and dramatic adviser to be shortened to make up for these time-consuming activities.

4. A normal level of student-faculty activities to be reached. It is not natural when a faculty adviser bears the brunt of the work of a student activity in order to make it a "success." The only successful activities are those managed, directed, and controlled by students which fulfill goals. Students must accept responsibilities and learn to taste defeat and failure as well as victory.

5. Communication Arts and Skills classes to be integrated with Publications activities on a mixed scheduled and unscheduled basis. Publications are among the best schools for the development of language skills.

6. Publications to reflect student opinion. They have been technically competent, well layed-out, but too colorless. The "Arts and Sciences" and "Techsan". should welcome articles on challenging issues whether of school or non-school nature.

7. Cultural needs and desires of the students to be furthered. Music appreciation and choral as well as instrumental ensembles should be encouraged. Clubs devoted to gallery and museum visits and general art practice with a minimum of fees should be organized. Poetry and literature either in appreciation courses or in workshops are highly desirable.

8. Discussion, Politics, Current Events, and Debating Societies to be established in the Institute. World and national issues find no avenue of discussion outside the classroom. These clubs are indispensable training grounds for democracy.

9. Individual activity facilities such as a browsing room, music library, arts and crafts rooms, camera dark rooms to be furnished and/or leased from departmental facilities.

10. Social activities of clubs to be directed in part toward social service. Voluntary work by houseplans for the Red Cross, Settlement houses, social work agencies is completely feasible. Dental Hygienists may assist in bringing basic health lesson to the poor parents of the neighborhood. Classes in Basic English and Citizenship may also be sponsored by social clubs. The clubs in this way may fulfill a real community need.[5]

11. Activities to be organized with more care so as to involve more students in the preparation and planning of activities. "Top group" work creates periodic crises.

12. Scholarship standards to be set up for participation in student government, varsity sports, publications and dramatic activities. No standards are necessary for other activities. More adequate control over tardiness and absenteeism resulting from student activity is necessary.

13. Student activities of a specialized nature to be guided by experts in the field. No reflection should be cast on the school in the eyes of the students and the public at large.

14. Occasions to be found for faculty-student social get-togethers. Departmental sponsorship of a "tea" or "Kaffee Klatsch" for students is highly desirable.

15. More attention to be directed to the Student Government Association's responsibility for cleanliness. This can be in the form of campaigns in the lunchroom and lounges.

16. A central Institute-wide Alumni Association to be formed from the alumni associations in various technologies. This central association should be based upon delegated representation and have a publication issued once a semester on alumni and Institute activities.

17. The important senior activities of the Prom and Yearbook to be continuously planned from the time the freshmen enter. This would help avoid the chronic crisis character of senior activities.

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5. See Mitchell, Morris R. et al - Youth Has A Part to Play, Hinds, Hayden and Eldridge, Inc.

18. Avoidance of manning activities, entirely by seniors. The continuity of activities from semester to semester should not be the sole burden of the faculty adviser.

19. A complete survey of the costs of the extra-curricular program to the students to be made. We must try to ease the financial burden of the student.[6]

20. Intra-mural sports to be broadened to meet the unfulfilled needs and desires of students for sports activities.

21. The extra-class load of instructors to be examined to provide a fair and equitable distribution of extra-curricular responsibilitites.

22. Gradual involvement of students in the faculty planning committee is desirable. A faculty member might also be a member of the Executive Board of Student Government. This exchange would aid in closing the gap between student and faculty needs, desires, feelings, and attitudes.

23. A more vigorous, well-planned, and organized public relations campaign to be organized around the bookstore. There is a real need for explaining what the cooperative principle is.

24. Publicity to have a complete reorganization. Bulletin board space should be assigned all clubs, poster, mimeograph, ditto and other services should be properly organized with respect to format, execution and distribution.

25. The value of extra-curricular activities in public relations work for the Institute to be given greater recognition. Ways and means must be found for exploiting to the full these potentialities.

26. A more careful check to be made of extra-curricular drop-outs and discontinuance of activities. The information can be revealing as to the deficiencies of the extra-curricular program.

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6. See How to Conduct the Hidden Tuition Costs Study. Illinois Secondary School Curriculum Program Series, Bulletin No. 4, Office of State State Superintendent of Public Instruction, Springfield, Illinois, 1949.

27. Publications of the National Association of Student Councils, 1201 Sixteenth Street, North West, Washington, D. C. to be regularly studied. While this organization is directed toward secondary schools, it has much that can help improve the Institute program.

Concluding Remarks

By and large, the activities program is successful. The Activities Director, the Sports Director and the individual advisers have done much to advance the extra-curricular program. It is hoped that if the aforementioned recommendations are adopted, further improvement within the limited facilities will be possible.

APPENDIX

1. Questionnaire addressed to all first and third semester students and to the second semester students and the Hotel and Dental Hygiene Technologies.

2. Questionnaire addressed to Club Officers and Student Government officers.

3. Questionnaire addressed to Faculty Advisers.

4. Questionnaire addressed to all Faculty members.

Exhibit I

APPENDIX

QUESTIONNAIRE FOR FRESHMEN AND 3RD SEMESTER STUDENTS

1. Course_____ 2. Age____ 3. Sex_____ 4. Veteran(Yes or No)____

5. Are you participating now in extra-curricular activities

_____No Which?_____

_____Moderately _____

_____Actively _____

6. Were you active in High School activities (yes or no)?_____

7. If so, which_____

_____

8. What, to your knowledge, limits student participation in extra-curricular activities?

_____Lack of faculty guidance

_____Lack of acquaintance with school

_____Lack of acquaintance with activities

_____Afraid studies will suffer

_____No common meeting time

_____Lack of proper facilities

9. What type of activities are you most interested in joining?

_____Cultural (Literature, art, music)

_____Technical (Chemical Club, Radio Club, Advertising Club)

_____Social (House plans, dances)

_____Athletic (Which sports?)_____

_____Student Government

_____Special Activities (Name them)_____

10. If you were in an activity and dropped out, why did you leave?

_____Behind in studies

_____Didn't get along with the adviser

_____Club folded

_____Lost interest

Other reasons_____

11. What facilities would you like to see available for individual after school work?

_____Browsing room (Fiction, magazines)

_____Craft Rooms (Metalwork, pottery, leathercraft)

_____Music Library (Classical recordings)

_____Student typing room

APPENDIX

Exhibit II

QUESTIONNAIRE FOR STUDENT GOVERNMENT AND CLUB OFFICERS

1. Semester____ 2. Course_____ 3. Age___ 4. Sex___ 5. Veteran(Yes or No)__

6. Were you active in student activities in high school? (Yes or No)_____

7. Which activities?_____

8. What were your reasons for engaging in extra-curricular activities? Check one or more.

_____Social contacts
_____Opportunity for leadership
_____Make an impression on others
_____Make up for mediocre class work
_____Will help me get a job after graduation
_____Want to help correct some school deficiencies
_____Want to have some fun

9. When, in your State Tech career, did you become active in student affairs?

___1st Semester
___2nd Semester
___3rd Semester

10. How may extra-curricular activities be broadened for the student body?

_____Common meeting time for club activities
_____More lounges
_____More clubrooms
_____Less homework

Additional suggestions_____

_____

11. Where should future expansion be directed?

_____Cultural (Art, literature, music)
_____Technical
_____Social (Houseplans, dances)
_____Athletic

12. How has extra-curricular participation affected your school work?

_____Bettered it

_____Lowered grades

_____No effect

13. How can Student Government elections be improved?

_____Controversial discussion in school press

_____Formal organization of parties and platforms

Other ways_____

_____

14. How do you feel about faculty participation?

____Faculty, in general, very helpful in activities

____Faculty too distant from students

____Would like more possibilities for social get-togethers with faculty

____Would like lounge facilities for occasional student faculty social affairs.

Exhibit III

QUESTIONNAIRE FOR FACULTY ADVISERS

1. Name_____ 2. Department_____ 3. Name of Activity_____

4. Number of active members_____ 5. Time of meeting_____ 6. Place of meeting_____

7. What factors have hampered the success of the activity?

_____Lack of your own free time.
_____Lack of common meeting time.
_____Lack of proper facilities (room, gym, pool, materials, equipment).
_____Other _____

8. What additional financial obligations are required of members?

_____.

9. What positive merit has the activity?

_____Improved social poise of students.
_____Established wholesome attitudes.
_____Gave them additional skills.
_____Improved students culturally.
_____Developed leadership.
Others_____

10. If you had been faculty adviser of an activity that is now defunct, to what can you ascribe its failure?

_____Lack of student response
_____No longer had the free time.
_____Original purposes of club forgotten.
Other_____

11. Have you noticed any of the following in your activity?

_____Cliques have taken over.
_____Girl students have been limited or excluded.
_____Discrimination because of race, color, creed?
_____Compensation device for poor work in studies.
_____Students of particular course area have dropped out more than others. Which?_____.

QUESTIONNAIRE ON LEISURE ACTIVITIES

1. Name _____ is described _____ 2. Name of Ac-
tivity: _____

3. Number of active members _____ 4. Size of meeting _____ 5. Place
of meeting: _____

6. Did Scouting have lessened the success of the activity?

_____Less if room was free time.
_____Lack of common meeting time.
_____Lack of proper facilities (gym, area, pool, materials,
equipment).
_____Other: _____

7. What additional financial difficulties are encountered if managed
_____

8. What problems have had the activity?
_____Improper social value of students.
_____Established behavior patterns.
_____Not time efficient action.
_____Improper atmosphere relationship.
_____Inadequate leadership.
Other: _____

9. If you had been directly aware of an activity that is now defunct, it
that was its possible its failure?

_____Lack of student response.
_____No longer had the free time.
_____Original response of first formation.
Other: _____

10. What is the attitude of the following to your activity?

_____Different from labor area
_____Not students have been limited or excluded.
_____Misunderstanding because of race, color, creed?
_____Transportation barrier for your work to students.
_____Thought of operating school area have proposed but were lim-
ited. Which? _____

Exhibit IV

APPENDIX

CONFIDENTIAL FACULTY QUESTIONNAIRE SHEET

1. Why are you participating in activities of extra-curricular nature?

_____Help me get a promotion.

_____Really like to work with students in certain areas that are of mutual interest.

_____Want to work with students in anything that they are interested.

2. Why aren't you engaged in any extra-curricular student affairs?

_____Additional job after school.

_____Departmental or administrative responsibilities.

_____Not particularly interested.

_____Will, if I get extra compensation.

_____Have no hobby

_____Some other individual is already engaged in the activity in which I would be interested.

_____Can't contact interested students.

Other_____.

3. What fundamental criticisms and suggestions do you have to offer of the present program?

_____

_____

_____

4. What can you say of the character of scholarship of the students engaged in the activity you supervise?

_____Mostly average.

_____Superior

_____Below average.

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Kugler

Sociological survey of extra-curricular activities.

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